

Childminder report

Inspection date: 18 October 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder provides a relaxed and happy environment for children to learn in. Children demonstrate they feel safe as they regularly go to the childminder for cuddles and reassurance. The childminder gives children continuous encouragement and praise for their achievements. Children's behaviour is good, and they regularly use good manners. This successfully enhances their confidence and self-esteem. Children follow the childminder's good example and respond to her high expectations. They show kindness and respect for one another, and older children readily include younger ones in their play. Children are learning to assess risks and understand how to keep themselves safe. For example, they understand why they cannot take the dolls' pushchairs up steps.

Children enjoy talking to the childminder and can recall previous activities they have enjoyed with the childminder. They are able to use the wide vocabulary they have learned with the childminder. For example, children can describe the features of dinosaurs, including their scary teeth. The childminder has organised the learning environment to support children to make their own choices about their play. She provides a good range of resources to support children's learning across all areas of her intended and progressive curriculum.

What does the early years setting do well and what does it need to do better?

- The childminder finds out from parents about children's routines, interests and abilities before they start. She invites children to visit her and visits them at home. The childminder knows the children within her care well. She talks extensively about the progress they make from their starting points. The childminder completes the progress check for children aged between two and three years to assess the progress they make.
- Children are confident and choose what they want to play with. They are curious and eager to explore opportunities available to them. For example, children use bricks and train track to build with and enjoy finding their favourite train engines to put on the tracks. However, when children encounter difficulty, the childminder can be too quick to solve children's problems rather than encouraging them to think critically and try to find solutions to problems.
- The childminder has a clear idea about what she wants children to learn next. She organises her curriculum well and uses children's interests to plan exciting activities. She talks to them about signs of autumn, and she introduces children to a wide range of new words to develop a broad vocabulary. She stimulates children imagination through dance, movement, singing and art. However, the childminder occasionally over directs children. Consequently, they do not always have the opportunity to freely engage in artistic activities and express themselves creatively.

- Children enjoy looking at books with the childminder. They sit together as they read about different dinosaurs and find out how they lived. The childminder maintains children's interest well. For example, she uses pop-up books and encourages children to join in with the words and point to facts that interest them.
- Children understand and follow the setting rules well, such as walking inside and using their manners. They remind each other about not going in the kitchen. Children learn about what makes them unique as well as other cultures. This supports them to learn about the world around them.
- Parents think highly of the childminder, describing her as a ray of sunshine when she welcomes them to her home. They praise her flexible approach and the communication they receive about their child.
- Children learn different ways to keep themselves healthy. They enjoy nutritious home-cooked meals and fruit at snack time. The childminder offers children a variety of tastes and textures and works in partnership with parents to encourage them to try new flavours, alongside familiar foods. Children enjoy regular physical activity in the childminder's garden to develop their large muscles, such as kicking balls and pushing dolls in pushchairs.
- The childminder is reflective about her practise and researches information. She uses her research to help her to improve the overall quality of her provision. For example, she has reflected on how healthy eating can improve children's health and oral care.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- develop further opportunities that support children to think critically and find solutions to problems
- support children to freely engage in creative activities and express their own imaginative ideas.

Setting details

Unique reference number	2675728
Local authority	Derby
Inspection number	10355102
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Allestree, Derby. The childminder operates all year round, from 7.30am to 6pm, Wednesday to Friday, except for bank holidays and family holidays. The childminder is a qualified teacher. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lianne McElvaney

Inspection activities

- The inspector observed a range of play activities in the childminder's home and garden. She considered, with the childminder, the impact of teaching on children's learning and development and discussed children's progress.
- The inspector and the childminder completed a learning walk around the setting. They discussed how the environment is organised and how the curriculum is planned to support children's learning. The inspector took account of how the childminder completes risk assessments to ensure that children remain safe.
- At appropriate times during the inspection, the inspector spoke to the children and the childminder. She also took account of the written views of parents. The inspector observed the quality of interactions between the childminder and the children attending.
- A sample of documentation that supports the effective management of the childcare was viewed by the inspector. This included evidence of qualifications, the suitability of the childminder and other household members and a sample of policies.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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