

Childminder report

Inspection date: 13 November 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

Children happily explore activities with the childminder. They show they feel at ease in the childminder's home as they investigate toys that interest them. The childminder has planned the environment so that children can safely find what they would like to play with. Children benefit from a close relationship with the childminder and settle quickly in her care. The childminder uses settling-in visits to ensure that she knows the children she cares for well. She is a good role model as she interacts with them as they play to support their social skills.

The childminder regularly observes children while they play and uses this information to help them make good progress across all areas of learning. Children have daily opportunities to practise their physical skills. For example, they smile happily as they use their small muscles to manipulate jigsaw pieces to fit into a board. When they struggle, the childminder encourages them to keep trying hard. Children use their imagination to create pictures and peel stickers to add to their picture. They recall shared experiences during discussions with the childminder. For example, children remember going on a walk in a local park and looking at signs of autumn.

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

- The childminder has a clear curriculum intent in place and plans learning experiences that incorporate the seven areas of learning and development. She considers how she can sequence her curriculum to support children to build on what they already know and can do. However, some adult-led learning experiences do not fully support children to become excited about their learning and maintain their concentration. As a result, children lose interest in the activity without fully engaging and their learning opportunities are not fully explored.
- The childminder establishes secure and trusting relationships with children to help them to settle quickly and happily into the setting. She gets to know their personalities well and understands what makes them happy. The childminder interacts with children as they enjoy their self-chosen play. For example, the childminder talks about taking care of the dolls they are pretending to feed and walk in buggies.
- The childminder recognises the importance of setting behaviour expectations for children. For example, she asks them to help her to tidy the toys when they have finished. However, sometimes, children struggle to take turns, and strategies for supporting children to learn how to manage their feelings and understand the impact of their actions are not fully effective.
- The childminder prioritises children's communication and language development. For example, she introduces children to new words, such as 'twinkle' and 'sparkle', as they sing rhymes. The childminder encourages children to repeat

new words as they hear them. She fosters children's love of singing by providing these activities for children each day. The childminder encourages children's love of stories as they regularly share books together. She encourages children to talk about the pictures so that they have the opportunity to use language they have learned.

- The childminder recognises the importance of daily exercise to support children's development. Children have a wide variety of opportunities to practise their physical skills. For example, they mix soil and water in the mud kitchen. The childminder takes children on visits to the local park to give them opportunities to develop their large muscles on big climbing equipment.
- The childminder has established positive relationships with parents. Parents appreciate her friendly and approachable manner. They say their children talk about the outings they go on with the childminder, such as to local playgroups. Parents value the daily verbal feedback about their children's learning and use this information to support their children's learning at home. For example, they discuss strategies for developing children's language at home to ensure consistency for children.
- The childminder is a reflective practitioner. She uses her training to develop her own knowledge and ideas. She ensures that her mandatory training is kept up to date, such as her first aid. Additionally, she continues to further her expertise with online courses.

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:

- enhance the planning and delivery of adult-led learning experiences to encourage children to become curious and enthusiastic about their learning
- strengthen how behaviour expectations are explained to children to ensure that they develop a sense of right and wrong and become increasingly able to understand to impact of their actions.

Setting details

Unique reference number	2680147
Local authority	Derby
Inspection number	10355380
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Derby. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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 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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