

Childminder report

Inspection date: 28 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 creates a warm and welcoming home environment where children feel safe and settled. Children clearly demonstrate that they thoroughly enjoy their interactions with their friends and adults. They confidently join in games together and have fun working collaboratively on activities. For example, they discuss what materials a hedgehog might need for a hibernation nest. The childminder promotes children's self-esteem effectively by giving them lots of praise and encouragement. Children proudly exclaim, 'Look, I've done it by myself' as they use tweezers to pick up objects. The childminder skilfully uses positive methods to help support children's good behaviour. She gives children space to calm down if they feel frustrated and encourages children to talk about their feelings.

The childminder knows children well and understands their individual needs. She provides appropriate support to help children to make good progress in all areas of learning. For example, she regularly reads stories and sing songs to promote children's language skills. Children demonstrate they are confident communicators as they enthusiastically ask questions and recall new words they have learned. For example, after reading a story about a hedgehog, children show their understanding of the word 'hibernation' and explain that the hedgehog will go to sleep during the winter.

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

- The childminder has a clear understanding of how children learn and the skills and knowledge that they need to gain. She knows where each child is developmentally and what they need to learn next. She plans her curriculum carefully so that children build on what they already know and can do. For example, when children have mastered using scissors, she extends their skills by providing a range of different tools. Children persevere as they experiment with different ways to cut through the thick skin of a pumpkin.
- The childminder works closely with parents. She gathers a wealth of information from them when children start so that she has a complete picture of children's needs and development. Parents appreciate her guidance to help them support their children's learning at home.
- The childminder provides a range of stimulating experiences and interesting outings that enrich children's lives and help them learn about the world around them. For example, children go on regular walks in the local community where they learn about nature and the changing seasons. Children's interests are followed as they collect conkers and autumn leaves. This helps to stimulate further learning as they use the conkers for counting and leaves to make animal habitats.
- The childminder supports children's language development extremely well. She

talks to children as they play, reads stories every day and extends their vocabulary. She uses props and resources to support children's understanding. For example, when finding out about pumpkins, children are encouraged to feel, smell and study the inside of the pumpkin. They use magnifying glasses to look at the pumpkin flesh and comment that it feels 'sticky and slimy' as they squeeze the flesh and seeds through their fingers.

- The childminder is keen to develop her professional knowledge through further training. She has completed a variety of courses that support her understanding of child development and effective early years practice. However, there is scope for the childminder to further extend her awareness of diversity. This would help the childminder to have a deeper understanding of children's unique cultural or heritage characteristics.
- The childminder gives high priority to developing children's physical skills. Children have ample opportunities to go outside, and they delight in playing physical games together. They run and kick balls and develop their coordination through learning how to use balancing equipment. Young children show good control as they use paintbrushes and chalks to make marks on a blackboard. They attempt to write numbers and letters they are familiar with, such as the initial letter of their name.
- The childminder promotes children's health and safety effectively. Children consistently wash their hands to prevent the spread of infection. They enjoy a wide variety of healthy and nutritious snacks and meals and are reminded to have regular drinks so they remain hydrated.

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:

- increase knowledge and awareness of diversity to better understand children's family backgrounds and heritage.

Setting details

Unique reference number	2709812
Local authority	Derby
Inspection number	10370034
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 7
Total number of places	12
Number of children on roll	16
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in January 2023. She operates all year round, from Monday to Friday, 7.30am to 5.30pm, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. The childminder provides funded care and early education for children aged from nine months to four years.

Information about this inspection

Inspector
Kate Scheel

Inspection activities

- The childminder showed the inspector around the areas of her home used for childminding and explained her intentions for children's learning.
- The inspector spoke to parents during the inspection and took account of parents' views from written feedback.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector carried out a joint observation with the childminder of a group activity.
- The inspector observed the interactions between the childminder, her assistant and the children.
- Children spoke to the inspector about their activities and what they enjoy doing while with the childminder.
- The childminder provided the inspector with a sample of key documentation on request, including training certificates.

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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