

Childminder report

Inspection date: 29 August 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 takes time to learn all about the children she cares for and their families. She initiates conversations with the children about their home life, which helps them to settle into their day with her. Children respond warmly when the childminder talks to them. They enjoy her company, and she respects and values their thoughts and ideas. In response, children behave well. Children are inspired to explore and experiment by the range of well-planned resources and activities that the childminder offers them each day. As they play, children are confident and curious. They ask the childminder questions, which she answers with enthusiasm, and they consult her about their ideas. For example, as they fill a chute with sand, children ask if the toy bears, which they are playing with, will roll down the chute. The childminder encourages them to test out what happens themselves to give them the experience of trying things out.

The childminder skilfully includes children of different ages and abilities in the activities that she offers. For example, younger children practise scooping sand and seek out small toy bears by a colour that is requested by the childminder, while older children hunt for cards with numbers on them to develop their number recognition. The childminder actively models play and, in this way, children watch and become involved, benefiting from the intended learning.

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

- The childminder has a secure knowledge and understanding of how children learn and develop. This helps her to provide a curriculum that meets the needs of all the children in her care. She understands the needs of each child and identifies what they need to learn next. The childminder gives thought to the activities that she provides and introduces small but helpful changes and challenges in children's play so that they build on what they already know and can do.
- Older children are talkative, and they use a wide vocabulary as they play. The childminder includes new words when she speaks to children and reads books that inspire children to ask questions. The childminder is a skilful storybook reader who uses intonation and questions to draw children into a story and maintain their engagement throughout. Younger children hear single words being repeated and proudly attempt to repeat what the childminder is saying. They enjoy the praise they receive and are beginning to use their voices as they play.
- The childminder takes account of children's interests and how they like to play. Children love the outdoor play area that the childminder has created. They are keen to dress themselves in splash suits and get their own shoes on ready to go outdoors. The childminder thoughtfully prepares the area ready for children to

access it. For example, she adds lemon, lime and cucumber slices to the water tray and adds bottles of green and yellow water and herbs to the kitchen area. In the sand, the childminder adds tweezers and scoops for children to use to search for toy coloured bears and number cards. All of these activities support children to progress towards their identified next steps in learning, while also including other development, such as learning to use their hands to manipulate the tools.

- Through her training and development, the childminder has enhanced her skills in how to watch, listen and respond to children. The childminder uses timely interactions to offer help or suggestions to children as they play. Her interactions promote children's thinking and reasoning skills. Very occasionally, the childminder does not extend children's knowledge as well as it is possible to do. For example, when children use the term baby cat rather than saying kitten, she repeats baby cat or when children have identified a group of three objects, she does not suggest that the children count the objects to check they are correct.
- Children are caring and polite. The childminder is a strong role model to the children and treats them with respect. She has simple rules in place that she gently reinforces with the children, if they need reminding. Children learn from this. As they play, they share resources. Older children include younger children in their play, and they show concern if one of the other children is hurt or upset.
- The childminder has strong relationships with parents and the other settings that children attend. She exchanges information with other providers about the next steps she has in place for children to assist with continuity in their learning. Parents receive regular information about what the children are learning and comment that this is helpful for them to follow on from at home. Parents praise the childminder for the difference she has made for their children.

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:

- use more everyday opportunities to enhance children's learning.

Setting details

Unique reference number	2756135
Local authority	Derbyshire
Inspection number	10349443
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	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives close to Glossop in Derbyshire. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder has an appropriate level 3 qualification. She provides funded early education.

Information about this inspection

Inspector

Joanne Smith

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation.

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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