

Childminder report

Inspection date: 19 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

The childminder is caring and calm in her approach. She provides a welcoming and exciting learning environment for all children. Children demonstrate that they feel safe, settled and happy in her company. They share their understanding of daily routines as they follow the childminder's clear boundaries. The childminder is a positive role model. Children behave well and learn right from wrong. They benefit from plenty of encouragement to do things for themselves and to keep trying at tasks. The childminder supports their self-esteem and confidence. When children are successful in their play, the childminder gives them a 'high five' for their effort.

Children form close relationships with the childminder and other children. They develop social skills, such as taking turns as they play, and begin to build friendships. Children recall first-hand experiences. For example, they talk to the childminder and their friends about how they got to the top of the slide at the park. They enjoy looking at the photographs the childminder displays on the 'Wow Wall' to remind them of their significant achievements.

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

- The childminder plans a curriculum that supports children to gain the skills they need for the future. She has a good understanding of each child and is clear about what she wants them to learn. The childminder is aware of where there may be emerging gaps in children's learning and focuses her teaching on these areas. She provides activities and experiences that she knows children will enjoy.
- The childminder supports children's physical development well. Outdoors, children delight in playing in the snow. They work together to build a snowman, finding leaves for his eyes. Children notice the patterns their boots make as they walk on 'crunchy' snow.
- The childminder develops strong partnerships with parents. She provides regular updates on children's development. Parents are happy with their children's progress. They appreciate the daily updates on their children's learning and care routines. The childminder shares helpful advice, for example, by developing a leaflet about approaches to toilet training. This helps to provide continuity in children's care and learning.
- The childminder focuses on children's communication and language development. As the childminder plays alongside children, she engages in purposeful conversation with them. The childminder shares new vocabulary and models language. She asks questions to encourage children to talk about what they are doing. This helps children gain a wide range of vocabulary and develop their understanding of new words.
- The childminder ensures children can make choices about their play and learning. Children actively explore and investigate in a safe and well-resourced

environment. They become deeply engaged in activities, such as play dough. The childminder encourages children to use their hands to manipulate the dough into different shapes and small tools with increasing skill. Alongside the childminder, children learn to use scissors effectively to cut dough into small pieces.

- The childminder attends training to ensure she meets mandatory requirements. For example, she completes paediatric first aid to secure her understanding of how to keep children safe. However, she does not use self-reflection to identify ways to increase her knowledge and skills further and raise the quality of teaching to the highest level.
- The childminder incorporates opportunities for children to develop mathematical awareness as they play. She encourages children to count and identify numbers and shapes during their play. For example, children count the number of bricks in the line. This supports children to gain a good understanding of early mathematics in readiness for school.
- The childminder uses her local environment well and organises a broad range of outings. For example, children visit the local allotments to learn how to care for plants. The childminder extends children's social experiences through visiting local places of interest. This gives children the opportunity to interact with different people within the local community.

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:

- make better use of self-reflection to identify ways to increase knowledge and skills further and raise the quality of teaching to the highest level.

Setting details

Unique reference number	2756738
Local authority	Derbyshire
Inspection number	10349624
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	2 to 8
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 with Ofsted in 2023 and lives in Woodville, Derbyshire. She was previously registered with a childminding agency. The childminder is open all year round, except for bank holidays and family holidays. She operates Tuesday to Friday, from 8am to 5pm. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Dawn Barlow

Inspection activities

- The inspector carried out a learning walk with the childminder. The childminder explained what she wants children to learn and how she plans for their development.
- The inspector took account of parents' written views about the education and care their children receive.
- The childminder spoke to the inspector about children's learning and development.
- The childminder provided the inspector with a sample of key documentation on request.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024