

Childminder report

Inspection date: 22 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

Children thoroughly enjoy their time with the childminder. She actively engages all children in the daily routines, supporting them to do as much for themselves as possible. For example, when returning from outdoor play, the childminder motivates even the youngest children to try and unzip their own coats and remove their wellington boots. Children know to put their muddy boots near the front door, and they wash their hands in preparation for lunchtime. This teaches children important skills for later life.

Children have multiple opportunities to develop their muscle strength and coordination skills. For example, children are excited to use a seesaw. The childminder shows children that when one of them goes up, the other comes down. Children bend and stretch their legs, taking turns to coordinate their movements. When other children attempt to join this play, this inadvertently stops the seesaw from working. The childminder gently explains why this has happened. This helps children learn about cause and effect. Children are keen to be helpful. They notice the stepping stones are muddy and need cleaning. Children use their arm muscles, busily using water and scrubbing brushes to wash the mud away. The childminder praises them for their hard work which motivates other children to join in and help their friends.

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

- The childminder helps children learn to be safe. She reminds children to be careful when squirting water so it does not go in their friends' eyes. In addition, the childminder talks to children about fire safety as she knows some of them will attend bonfire celebrations. Children recite that they should not touch flames or hot things, but if they have an accident, they must put their hand in cold water.
- The childminder supports children's growing language and communication skills. She introduces new vocabulary during children's play, she asks questions to prompt their thinking, and she gently reiterates the names of new resources which children then repeat. In turn, children confidently tell the childminder and their friends about their ideas, and they chat back and forth developing their conversational skills.
- Children are developing a love of books. They identify the link between their autumnal activity and a book they are interested in about a friendly witch. The childminder helps children recall what the witch looks like as she draws it. Children excitedly remember she has long hair, a wart on her nose and a hat. The childminder supports children to explore books to help them identify the title and understand what an author is. They listen intently as the childminder reads to them, looking at the pictures to anticipate what may happen next.

- Mealtimes are social occasions. The childminder creates a homely environment encouraging children to sit together and interact with their friends. Children are encouraged to use good table manners and they make choices on which food and drink they would like. That said, lunchtimes are not always well organised. On these occasions, children attempt to entertain themselves due to the length of time they are left waiting. This sees noise levels rise as children start shouting across the table to their friends and others leave their seats.
- The childminder plans activities for children to develop their small-muscle skills. These activities help children practise the skills needed for early writing. Children pinch together tweezers to collect mushrooms, they use water sprays to squirt water and they use colourful chalks to make marks on the chalkboard. The childminder knows four-year-old children have started to take an interest in letters. She writes letters from their name on the chalkboard, which children carefully trace.
- Parents are positive about the care their children receive. The childminder provides regular updates to help parents stay fully informed regarding their child's progress. Parents state their children have progressed in their social skills and language development.
- The childminder is well qualified and values her continuing professional development. She undertakes regular training and conducts research to ensure her practice and knowledge is current. The childminder works with other childminders to share ideas to enhance her provision further.

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:

- improve the organisation of mealtimes, so that children do not have to wait unnecessarily.

Setting details

Unique reference number	2758184
Local authority	Derbyshire
Inspection number	10349566
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 4
Total number of places	4
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in New Mills, High Peak, Derbyshire. She operates all year round from 7.30am to 4.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder has an appropriate level 3 qualification and offers funded early education places. She works with a co-minder.

Information about this inspection

Inspector
Susan Hyatt

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- 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.

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