

Childminder report

Inspection date: 29 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

When children arrive, the childminder comforts younger children to help them settle and leave their parents. For instance, children sit on her knee to look at books. This contributes to promoting their well-being. Children are keen to help the childminder. For example, when a food delivery arrives, when asked, children help to carry the food to the door leading to the utility room. Children are supported to learn how to share when they play with toys. They begin to understand how to play cooperatively when they want the same toy, showing positive behaviours.

The childminder shows younger children how to complete puzzles. Children concentrate when they do this. They use tools in their hands to move magnets around a maze. This helps to develop their hand and eye coordination. Older children learn about parts of their bodies when, for instance, the childminder shares books with them. She shows children images and explains that their teeth crush food and then it goes into their stomach. Children learn that food gives them energy. The childminder uses books with younger children to help them understand their feelings and emotions. Children learn that characters in books have feelings, such as to be angry, and listen when the childminder reads what behaviours they show when they feel this way.

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

- The childminder reflects on the opportunities she offers to the children in her care. This helps her to identify changes to the environment to help provide children with further learning opportunities. For instance, she changes the layout of the room and moves toys around, enticing children to play with different toys.
- The childminder finds out from parents about children's abilities when they first start. She uses this information, along with her observations of children, to identify what they need to learn next. The childminder plans activities to support children's learning. This includes providing them with opportunities to understand where animals live.
- Overall, children show positive behaviour. The childminder praises children for their achievements, helping to raise their self-esteem. She gives children gentle reminders to use good manners when they forget. For instance, when reminded, children say 'please' when they ask the childminder to help them put on dressing-up costumes.
- When children move on to school, the childminder shares transition reports with teachers to let them know children's individual learning needs. She helps children to be emotionally ready for their move on to school. For instance, the childminder takes them for visits to see the school environment.
- The childminder helps children learn about how they can keep themselves safe. For instance, she talks to them about road safety when they walk with her in the

street. Children learn how to use technological devices safely, such as only when they are with an adult. However, the childminder does not fully support children to be as independent as they can be. For example, she completes tasks that children can learn to do by themselves. This includes taking off children's jumpers, putting aprons on children for messy play activities and not providing all children with opportunities to peel their fruit.

- The childminder helps children learn about oral health. For example, she talks to them about brushing their teeth in the morning and at night. The childminder provides them with pretend teeth to practise brushing.
- Overall, the childminder supports children's communication skills well. For example, she talks to children when she plays alongside them. Older children are introduced to new words to help build on their vocabulary, such as 'kaleidoscope' when they play with this toy. However, sometimes, the childminder does not use effective questioning techniques to help children build on their knowledge and thinking skills. For instance, sometimes, the childminder answers her own questions and does not give children time to think and respond.
- The childminder shares information with parents about their children's achievements. Parents say that the childminder is always thorough and attentive during handovers, providing them with detailed updates about their children's day.

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:

- support children to be more independent
- develop knowledge of how to use more effective questioning techniques to build on children's knowledge and thinking skills.

Setting details

Unique reference number	2766549
Local authority	Derbyshire
Inspection number	10349648
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	12
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and operates from the home of her co-childminder in Wingerworth, Chesterfield. She operates all year round, from 8am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate level 3 qualification. She works with co-childminders and occasionally an assistant.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- The inspector discussed with the childminder how the curriculum supports children's learning.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder, her co-childminder and assistant. She reviewed a sample of documentation.
- Written feedback from parents was reviewed by the inspector, who took account of their views.

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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