

Childminder report

Inspection date: 8 August 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children show they are content and happy in the childminder's safe and welcoming home. They quickly settle as they find a favourite activity of their choosing. The childminder helps children to develop their communication and listening skills as they snuggle up with her to listen to a story. She asks questions about the characters in the book and encourages children to think about what may happen next.

The childminder encourages children to learn about the natural world around them. She helps children discover new words, such as 'cocoon', as they learn about the life cycle of a caterpillar. The childminder helps children to think about how to move their bodies. Children begin to develop their large-muscle skills as they move like a caterpillar, wriggling their bodies across the floor. They scrunch themselves into a cocoon, emerge as a butterfly and spread out their arms as they pretend to fly.

The childminder encourages children to build their imaginative play as they create a 'campsite' in the secure and engaging garden. She helps children to think about what they may need for camping, and encourages the children to explore the play food and role-play resources. Children are courteous to each other as they share the resources. They excitedly exclaim, 'I'm making a loopy soup' as they add vegetables to a pan.

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

- The childminder is experienced and enthusiastic. She ensures that she regularly updates her knowledge by accessing childminder networks, webinars and local training to help deepen her understanding. For example, a recent course on play has helped her to review her resources so that they are engaging and relevant to the children's interests.
- The childminder has constructed a programme of learning that prepares children for the next stage in their development. She ensures that she gathers information about each child's development and interests before they start, so that she can plan activities that children will enjoy. However, the childminder does not adapt the activities to suit the different ages of the children in her care. This means some activities are too challenging for younger children, limiting their ability to join in.
- The childminder is responsive and generally engages children as they play. However, she does not always focus her interactions with children to help them build on what they already know and can do. For example, when she supports younger children as they begin to talk, she does not always help them to build on their existing language by introducing new words.

- Parents are happy with the care their children receive. They comment that their children are making 'great progress' while they are with the childminder. They feel that the childminder's home is welcoming, and she utilises the local area well to enable children to explore wider green spaces. Parents are happy with the information shared about their children and feel that their children are in 'safe hands'.
- The childminder teaches children the importance of leading healthy lifestyles. For example, children sort pictures of food into 'healthy' and 'unhealthy' categories. The childminder ensures that children gain fresh air and exercise. Children use park equipment and join in with 'sports days' on the local playing fields.
- The childminder promotes children's positive behaviour. She models good manners and gently reminds children to say 'please' and 'thank you.' Children are receptive to this and are attentive and kind to their friends. They listen to instructions as they tidy their toys and are warmly praised as they use positive behaviour.
- The childminder provides opportunities for children to build their independence. Children are encouraged to put their shoes on before they go outside. The childminder encourages children to help prepare their own snacks. Children learn to cut up strawberries and use spoons to serve them in bowls.
- The childminder teaches children about the world around them. She gives children opportunities to build friendships and socialise with other children, as they play at local toddler groups. The childminder builds on children's experiences as they travel on buses, and visit the shops to buy food for their meals and snacks.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular training to help support her knowledge of safeguarding. She understands her responsibilities for recording and reporting any concerns she may have about a child's safety or welfare. This includes keeping children safe from radicalisation and female genital mutilation. The childminder recognises signs which indicate a child is being abused. She ensures that her home is safe and secure. The childminder conducts regular checks to ensure that there are no hazards in her home and garden. She understands how to keep children safe while in the wider community.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- strengthen the planning of activities to ensure that all children are able to take part and remain fully engaged

- strengthen teaching skills to consistently help children build on what they already know and can do.

Setting details

Unique reference number	505481
Local authority	Derbyshire
Inspection number	10295326
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 9
Total number of places	6
Number of children on roll	14
Date of previous inspection	6 December 2017

Information about this early years setting

The childminder registered in 2001 and lives in Belper, Derbyshire. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for the week between Christmas and New Year, bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Stephanie North

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 setting.
- The childminder showed the inspector the premises and discussed how they ensure that those are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- 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.
- The childminder and inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- Parents shared their views of the childminder 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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