

Childminder report

Inspection date: 15 January 2020

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 are clearly happy and settled with the childminder. They confidently explore the safe and inspiring environment the childminder provides for them. Children show high levels of engagement as the childminder knows what interests them. Children learn about early mathematics. They build towers with bricks, supported by the childminder to count how many bricks they have used. They giggle as they knock the tower down and start again. Older children create patterns using a wide variety of shapes and colours. Children show interest when a squirrel looks through the patio doors. 'It's finding nuts,' the children exclaim. They watch as it climbs the tree and discuss with the childminder how high up it is and where it is hiding. The childminder is a positive role model and has high expectations for children's behaviour. She ensures all children are included and that they understand about sharing. During a sensory activity, older children make sure that younger children have turns with the brush. They create 'swishy swashy' grass sounds. Children begin to understand about feelings. For example, they talk about the bear in a story and consider whether he is happy or sad. The childminder helps children to be sociable and make friends. Children mix with new friends at local groups and on outings with other childminders.

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

- Children's language development is supported well by the childminder. She is good at demonstrating to children the meaning of language. For example, when children are learning about the terms 'over' and 'under', the childminder uses movements to emphasise the meaning of these words. Younger children copy words clearly spoken by the childminder. She helps older children to understand how words are blended as they begin to explore letter sounds.
- The childminder accurately assesses children's development and builds on their next steps for learning. She uses this information to plan activities that target what it is that children need to learn next. As a result, children make good progress in their learning.
- Children enjoy being creative. They dress up as superheroes, smiling proudly when praised by the childminder for how good they look. Children sing songs as they play and listen to sounds played on the compact disc. They talk about the noises they can hear.
- Partnerships with parents are good. The childminder shares information with parents about what their children have been doing during the day. Following her observations of children at play, the childminder provides parents with ideas to enable them to support children's learning at home. Parents state that they are very happy with the care their children receive and the childminder's commitment to her service.
- The childminder works closely with other settings that some children also attend.

She shares her knowledge of the children's care and development. This helps to ensure consistency in children's care and learning as they move between settings.

- The childminder ensures her professional development, including her first-aid qualification, is kept up to date. She accesses additional training provided by the local authority, along with short online courses. However, the childminder does not precisely target training that will have the maximum impact on the educational programme.
- Children's independence is promoted well as the childminder has high expectations for them. Older children put on their coats and shoes. The childminder praises younger children for their attempts as they try to do this unaided.
- Children develop their knowledge of keeping themselves safe in the environment. Younger children carefully move up and down the stairs in the playroom, showing an understanding of how to do this safely. The childminder takes children on trips to the park where they climb trees and scramble over logs, building their self-confidence.
- Children are confident to lead their own learning. The indoor environment is well resourced. As a result, children make choices about what they want to play with or do. However, the childminder has not expanded the range of outdoor activities to provide children with a wide range of experiences to support those who learn best outdoors.
- The childminder maintains a safe and clean environment that supports children's well-being. Children are encouraged to eat a wide variety of healthy and home-cooked food. Each child has their own hand towel to help to prevent risk of infection. Accident and medication records are kept appropriately.
- The childminder takes children on outings in the community to offer them new and different experiences. For example, the children attend local toddler groups, which gives them opportunities to practise their social skills in larger groups of children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of safeguarding. She keeps her safeguarding knowledge up to date. The childminder undertakes online training to further her knowledge, for example, of the safe use of information and communication technology. The childminder knows the areas of abuse and the changes in behaviour that would cause her concerns about a child's welfare. She is aware of who to contact regarding a child protection concern. The childminder risk assesses all areas that children use, including the outdoor area. This helps to ensure that children play in a safe environment.

What does the setting need to do to improve?

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

- develop the outdoor provision further to support the all-round development of children who learn best outdoors
- focus professional development more sharply to help raise the quality of the educational programme.

Setting details

Unique reference number	EY229751
Local authority	Derbyshire
Inspection number	10073085
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	8 July 2016

Information about this early years setting

The childminder registered in 2002 and lives in the Gamesley area of Glossop, Derbyshire. The childminding provision operates Monday to Friday from 6.45am until 6pm, all year round, except for Christmas, bank holidays and family holidays. The childminder holds an early years qualification at level 3. She receives funding for free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sue Wilcockson

Inspection activities

- The inspector viewed the areas of the home used for childminding purposes.
- The inspector completed a learning walk with the childminder to discuss how she meets children's care and learning needs.
- Discussions were held with the childminder at appropriate times throughout the inspection. The inspector reviewed relevant documentation, including certificates and insurance documents.
- The inspector took account of written feedback received from parents.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.

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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