

Childminder report

Inspection date:

9 September 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children are happy and enjoy attending this friendly childminder's home. They have strong relationships with the childminder. Children play well together and enjoy each other's company. Older children help younger children to learn about taking turns. They say 'your turn' as they pass them the train to push around the track. Children very much enjoy playing outside and developing their physical skills. They safely negotiate the three steps into the garden and ride tricycles around, strengthening their legs. They move small children's chairs around the garden so they can sit down to complete a task.

Children have a lovely attitude to their learning and behave well. They use their imagination and speaking skills as they play with the role-play toys. They pretend to be doctors and nurses. Older children say 'I am going to help the sick people'. The childminder develops this language. She introduces the word 'patient' to extend the children's vocabulary. She further increases their vocabulary as she talks about the stethoscope and explains what the doctor uses it for. Children talk about an event at the library where they saw a giant tooth. Older children become excited as they talk about taking home some toothpaste and a toothbrush to clean their teeth.

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

- The childminder implements a curriculum that helps children's future learning. She provides activities that she knows the children will enjoy. Children engage well in these activities. They very much enjoy manipulating play dough. They squeeze it in their hands and poke it with their fingers. This helps to strengthen the children's small-muscle skills and helps them to take control of small items. For example, they hold tools, pick up jigsaw pieces and do up zips.
- The childminder interacts with children and joins in with their play. She supports their ideas and extends their learning. However, sometimes, in her enthusiasm, the childminder steps in too quickly. She solves problems before the children have time to find the solution for themselves. For example, when children play with the play dough, they ask how to cut up the dough. The childminder tells them to use scissors.
- Partnership with parents is strong. Parents comment that they are happy with the service that the childminder provides. They receive information throughout the day to let them know what their child is doing. The childminder talks to parents at drop-off and collection times about the children's learning. This means that parents can help their children at home with their learning if they wish.
- The childminder widens children's experiences. For example, she knows that most parents drive and take their children to places in cars. Therefore, she takes

the children on bus journeys to widen their range of experiences of travelling. She also walks the children to a playgroup so that they can mix with other children and learn about road safety.

- The childminder encourages children to develop their self-care skills. Older children can take off and put on their own coats and shoes. Younger children try, and then ask for help from the childminder. Children follow good hygiene routines and wash their hands before eating meals. They peel their own oranges, fetch their water bottles, and attempt to open yoghurt sachets.
- Children behave well. They listen to the childminder and concentrate. They play for long periods of time during activities. For example, they pretend to make ice-cream cones. They scoop up the ice cream and count how many scoops. They compare the sizes of the ice creams they have made. They talk about their favourite flavour and their experiences of eating them with their family.
- Children develop some knowledge of the world around them. For example, they enjoy walks around the neighbourhood and visits to local places of interest, such as the local library. This helps children to learn about their community. However, they have few opportunities to learn about cultures and lifestyles in the wider world beyond their own.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge of safeguarding up to date. She understands how to identify any concerns about children's welfare and to report these to the appropriate professionals. The childminder has a good understanding of the risks associated with extreme views and practices, and the effect that these could have on children. The childminder checks her home each day to remove or minimise any potential hazards. The childminder's home is safe and secure. The childminder keeps up-to-date records of children and their families, and records children's attendance accurately.

What does the setting need to do to improve?

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

- give children more time to work out how to solve problems for themselves
- provide more opportunities for children to increase their knowledge about cultures and traditions beyond their own, to help them to further understand the wider world.

Setting details

Unique reference number	EY229781
Local authority	Derbyshire
Inspection number	10073086
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	26 July 2016

Information about this early years setting

The childminder registered in 2002 and lives in Langley Mill, Nottinghamshire. She operates Monday to Friday from 7.30am until 5.30pm, all year round, except for Christmas, bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jan Hughes

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 childminder.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The inspector and childminder completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing 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 provided opportunities for parents to share their views.
- The childminder showed the inspector relevant documentation, including her attendance register and suitability of herself and members of her family.

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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