

Childminder report

Inspection date: 29 June 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 appear happy in this childminder's home. They move around the stimulating environment, choosing what they want to play with. The childminder ensures that they are safe and secure and supports their love of playing outside. Children eagerly put on their shoes and run around the garden. The childminder encourages the children to extend their physical skills. She holds younger children's hands as they attempt to balance along the stepping stones and balancing beams. Older children join in games that are introduced by the childminder. They learn to aim a ball as they throw them into an upside-down umbrella. As they do this, the childminder encourages them to count how many times the balls land inside. Children shout 'I've done it' with excitement as the ball goes into the umbrella.

Children develop a positive attitude to learning, and they are supported to behave well. They develop strong attachments to the childminder and make friends with each other. Children develop a love of books as the childminder reads to them. They thoroughly enjoy listening to stories about animals and stickmen. Children snuggle close to the childminder and, with encouragement, repeat phases from the book, helping them to develop their early literacy skills. The childminder encourages the children to name animals and copy the sounds that they make as they sing a popular song about animals on the farm. Children giggle and laugh as they make sounds like a cow, a pig and a duck.

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

- The childminder provides an interesting curriculum. She follows children's interests and supports their future learning. The childminder encourages children to explore new ideas. For example, children thoroughly enjoy playing with the cereal sand that the childminder has made. They scoop up the sand and let it fall through their fingers. Children swirl the sand around the tray and make marks by using their small-muscle skills. However, the childminder does not always give the children enough time to complete what they are doing before she moves them on to new activities.
- The childminder supports children's communication and language skills well overall. She makes eye contact with young children and provides a running commentary as they play to help their understanding. The childminder holds conversations with older children, such as talking about their families. However, during these conversations, she sometimes asks too many questions in quick succession. This means that children are unable to respond and extend their speaking skills.
- Partnership with parents is effective. The childminder shares information and sends photos home. She talks to parents at collection time about what their children have been doing throughout the day. This helps to keep parents up to

date about their child's learning. Parents are happy with the service the childminder provides. They speak highly of how the childminder cares for their children and takes them out to many places of interest.

- The childminder provides new learning experiences to help extend children's experiences from home. She takes children to explore the community and visits local parks and woodlands. Children extend their physical skills as they use large park equipment. They learn about nature as they feed ducks and visit farms. The childminder supports children to socialise with other children in readiness for school as she meets up with other childminders and visits soft-play centres.
- The childminder is a good model for behaviour. She encourages the children to learn to share toys and understands her expectations for their behaviour. For instance, the childminder teaches children to use 'kind and gentle hands'. Children play well together and enjoy each other's company. This is evident as they play and share coloured scarves. Children play peekaboo with the childminder and laugh and giggle at each other as they look through the scarfs.
- The childminder promotes children's independence well. She teaches younger children how to hold their cutlery, so they can learn to feed themselves. The childminder encourages children to complete age-appropriate tasks. For example, children help to tidy the toys, and they wash and dry their hands before eating.
- Since the last inspection, the childminder has made improvements to her practice. She has built an extension that is her playroom. This has enabled her to store toys that are accessible to the children, so they can make their own choices and add toys to their play to extend their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to keep children safe and protected from harm. She completes regular training to keep her knowledge of safeguarding up to date. She has a good understanding of the different types of abuse and local safeguarding concerns, such as the 'Prevent' duty and female genital mutilation. The childminder knows who to report any child protection concerns to and what to do if she has an allegation made against herself or a household member. Children are supervised well in the home and garden. The childminder carries out risk assessments to identify and remove any potential hazards for children.

What does the setting need to do to improve?

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

- provide children with more time to complete activities and tasks that interest them

- review the way questions are asked to enable children to respond successfully and develop their speaking skills further.

Setting details

Unique reference number	EY266735
Local authority	Derbyshire
Inspection number	10276387
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 7
Total number of places	6
Number of children on roll	10
Date of previous inspection	13 July 2017

Information about this early years setting

The childminder registered in 2003 and lives in Boulton Moor, Derby. She operates all year round, from 7.30am to 4.30pm, Monday to Thursday, except for bank holidays, the week at Christmas and family holidays.

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 inspector completed a learning walk with the childminder and discussed how she organises and implements her curriculum.
- The children spoke with the inspector and invited her into their play at appropriate times throughout the inspection. The inspector observed interactions and the conversations between the childminder and the children and considered the impact these have on children's learning.
- The childminder took part in a joint observation with the inspector. The inspector considered the quality of education during activities and the impact this had on children's learning.
- The parents wrote statements for the inspector, so she could take account of their views.
- The inspector held a discussion with the childminder about her training and how she evaluates her practice.
- The childminder shared relevant documentation and evidence of the suitability of herself and her household members.

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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