

Childminder report

Inspection date: 21 April 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 are happy and settled in this warm and welcoming environment. As children arrive at the setting, they say 'hello' to each other and the childminder. Children introduce themselves to the inspector and independently talk about their learning. They form strong relationships from the start.

Children have many opportunities to develop their independence. They use a self-registration system when they arrive and hang their jumpers on their pegs. Before mealtimes, children independently wash their hands. After snack, children help to sweep the floor with their own brushes. Children develop good self-help skills from an early age.

Children benefit from a curriculum that is well planned and ambitious. They settle quickly and are eager to join in with activities. As children place different pictures of animals on the farmyard scene, the childminder skilfully prompts discussions about the animals they see. Younger children are supported to think about the noises that animals make. They delight as they sing 'Old MacDonald Had a Farm'. Older children link their play to previous learning. They comment that milk comes from cows and helps to make them 'big and strong'. Children have a good understanding of what contributes to a healthy lifestyle.

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

- The childminder is passionate about her role and has high expectations for all children. She plans opportunities that broaden their experiences and builds on their cultural capital. For example, when children take an interest in aeroplanes, the childminder plans opportunities for them to watch aeroplanes take off and land at the local airport.
- Children's language and communication skills are supported well. The childminder links stories and singing to children's learning. For example, children are taught about fruit and vegetables in the role-play shop. Later, they sing along to a song about different types of fruit. They talk about healthy foods from the song during snack time, comparing those in the song to the fruit on their plates. Children make strong links in their learning. However, at times, the childminder leaves the television playing in the background. This sometimes affects children's ability to listen carefully and concentrate during adult-led activities.
- The childminder uses opportunities to extend children's knowledge of mathematics. As children help to set up the table, they identify shapes on the mat. They count aloud as they learn how to wash their hands effectively. Children learn mathematical concepts from an early age.
- The childminder regularly shares stories with the children. Subsequently,

children develop a keen interest in books. After reading the story 'The Very Hungry Caterpillar', children make minibeasts using the play dough. They practise using their fine motor skills as they roll the dough between their hands and push hard to make patterns using stampers. The childminder asks children about the story and they recall how the caterpillar turns into a 'cocoon'. However, on occasions, and in her enthusiasm, the childminder does not give children enough time to respond to questions. This has an impact on the opportunities children have to develop their growing vocabulary.

- The childminder works closely with other settings the children attend, sharing their current interests and next steps in learning. She carefully plans opportunities to support children's transitions. For example, they become familiar with the local school through regular walks around the school grounds. This helps to prepare children for their next stage of learning.
- The childminder carries out the statutory progress check for children aged between two and three years. She talks to parents regularly about how they can support children's learning at home. Parents comment that the childminder is highly professional and 'demonstrates a wealth of childcare knowledge'. They state that the childminder provides 'a safe and well-stimulating environment'.
- The childminder is passionate about developing her professional knowledge. She attends weekly training to update her skills and is keen to further improve her knowledge to ensure children reach their full potential. The childminder attends mandatory training courses, such as paediatric first aid and safeguarding.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her duty to safeguard children and protect them from harm. She has a secure knowledge of the signs and symptoms of abuse and knows what to do if she has concerns about a child's welfare. She understands the importance of recording any concerns about a child's safety and is alert to issues such as extremism and county lines. The childminder is aware of the procedures to follow should an allegation be made against her or a household member. She is aware of how to keep children safe when using technology and teaches children about the importance of internet safety.

What does the setting need to do to improve?

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

- reduce background distractions to enable children to listen, focus and engage with the activities provided
- give children more time to think, answer and respond to questions, to develop their language and conversation skills even further.

Setting details

Unique reference number	EY267045
Local authority	Derbyshire
Inspection number	10279897
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 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	3 August 2017

Information about this early years setting

The childminder registered in 2003 and lives in Mickleover, Derby. She opens Monday to Friday, all year round, from 6am to 10.30pm, except for family holidays. The childminder receives funding to provide free early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Carly Parkinson

Inspection activities

- This was the first routine inspection the childminder received since 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 and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views on the setting with the inspector.
- The inspector observed the childminder and children during an adult-led activity and assessed the impact this had on children's learning. The inspector and the childminder reflected on the learning experience for children.

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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