

Childminder report

Inspection date: 8 August 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

Children are happy and content in this childminder's care. Children develop their independence skills as the childminder encourages them to choose their own play and put on their shoes to go outside. The childminder teaches the children how to move safely around the home and garden. She reminds the children to carefully negotiate the steps as they eagerly run into the garden. The childminder supports children's physical development well, as she encourages older children to throw and catch balls and roll hoops to each other. She helps younger children push the dolls around in pushchairs, talking to them about where they are going.

Children learn to concentrate and listen effectively to the childminder. This is evident as the children make nests for the little toy owl. The childminder asks the children questions about the story of the little owl and together they discuss how to make the nests. The childminder gathers straw, flowers and leaves from the garden with the children's help. The children use their small-muscle skills and learn how to weave the leaves and twigs together to make the nests. Children play nicely together with each other and cooperate with the childminder as they build dens. They develop their new skills as they learn to squeeze pegs to fix the materials together.

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

- The childminder provides a rich curriculum and follows children's interests. She supports children well to learn skills to help their future learning. The childminder provides opportunities to help children strengthen their wrists and aid early writing skills. For example, children learn to make large and small marks using a paintbrush with control and to paint the bricks in the wall.
- The childminder knows what the children can do. She plans opportunities to widen children's skills and generally extend their learning. The childminder engages well with children. She is helpful and asks questions to help extend their thinking. However, she does not encourage children's problem-solving skills. For example, when children struggle to decide how to make a den, the childminder intervenes with ideas rather than letting them do this for themselves.
- The childminder promotes children's language skills well. She talks to younger children, provides a running commentary of what they are doing, and repeats words, so children hear the correct punctuation. The childminder holds conversations with older children. She introduces new words, such as 'camouflage', to describe a piece of material, helping to extend their vocabulary.
- Partnerships with parents are strong. Parents comment that the childminder is 'caring and kind' and has a 'very good bond' with their children. The childminder talks to parents about their children's next steps in learning and sends them

photographs of their achievements. The childminder asks parents to send in children's favourite storybooks from home, so they can share these with their friends. The childminder extends the children's love of books as she takes them to select new stories from the local library.

- The childminder supports children to develop self-care skills. Older children can wash their hands without prompting before meals and after they have used the toilet. Younger children get their own bags to change their wet t-shirts. The childminder encourages the children to choose their own lunch and helps them to learn how to open their yoghurt pots.
- The childminder has high expectations for children's behaviour, which children follow well. The childminder encourages the children to learn good manners, saying, please and thank you during mealtimes. Children learn to take turns and share. This is evident as children build towers, taking turns to put one brick on top of another. They scream with laughter as it falls down and are encouraged to build it again.
- The childminder keeps up to date with mandatory training. For example, she completes first aid and safeguarding. She is reflective and evaluates her provision. Each week she writes in her diary activities children have enjoyed and ones they have not. She refers to these each month to help her plan activities which follow the children's interests.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to protect children and keep them safe from harm. She knows the referral procedure and understands the steps to take if an allegation is made against herself or a household member. The childminder demonstrates a good knowledge of local safeguarding concerns, including female genital mutilation and the 'Prevent' duty. She completes risk assessments to ensure that the premises are safe and secure. The childminder encourages children to learn about safety. For example, she shows them how to carefully chop their own banana and strawberries for their snack using a knife.

What does the setting need to do to improve?

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

- strengthen support for children to help them solve problems and build on what they already know.

Setting details

Unique reference number	EY278371
Local authority	Derby
Inspection number	10289627
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 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	30 November 2017

Information about this early years setting

The childminder registered in 2004 and is located in Chellaston, Derby. She provides care from Monday to Friday, from 7am until 5.30pm, all year round, except for the week between Christmas and New Year, bank holidays and family holidays. The childminder provides funded places for two-, three- and four-year-old children. She holds a recognised early years qualification at level 3.

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 of the childminder's provision and discussed how she organises and implements her curriculum.
- 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 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 parents wrote statements for the inspector, so she could take account of their views.
- The inspector had a discussion with the childminder about her training and how she evaluates her practice.
- The inspector looked at relevant documentation and reviewed evidence of the childminder's suitability.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023