

Childminder report

Inspection date: 20 October 2021

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 show a positive relationship with the childminder and other children. They demonstrate that they feel safe and secure. For instance, children ask to sit on the childminder's knee to look at books. Children are very good at playing cooperatively together and taking turns. They pass each other puzzle pieces and work as a team to fix them together. When children play group games, they learn the rules of the game and say to their friends, 'It is your turn'. Children understand why they follow personal hygiene routines. They follow the childminder's instructions to wash their hands thoroughly and explain that they do this 'because there are germs and they make you poorly'.

Children are physically active. They get excited and jump up and down in anticipation of hearing a favourite song. Children laugh with their friends when they move their bodies in different ways to the music, such as walking on tip toes and wiggling from side to side. Children are confident communicators. They are keen to share their views with the childminder, visitors and their friends.

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

- The childminder extends her professional development. She completes relevant online training courses that help to extend her knowledge of how to support children to understand the importance of oral hygiene. One example of this is when she talks to children about foods that are healthy for their teeth and the consequences of eating foods that are bad for their teeth. Children say that they need to brush their teeth after eating sweets because they do not want 'cavities'.
- Through effective observations and assessments, the childminder plans activities to support children's progress. For example, she identified that children needed support to count objects in the correct order. The childminder supports this aspect of learning effectively. For example, when children look at images in a book, the childminder asks them to count the number they see. When children struggle to point to each one and to count correctly, she points and counts with them.
- The childminder does not always support consistency in children's learning. She does not share information about children's achievements with other early years settings they also attend. Furthermore, she does not inform school teachers of children's achievements to support their transition when they move on to school.
- The childminder is aware that some children have limited opportunities to learn about similarities and differences in the world. Because of this, she offers them experiences to learn about other cultures, for example to explore and play with different cutlery and food from other countries.
- Parents provide positive comments about the childminder. They say that she is

'fun', 'caring' and 'honest'. Parents value the communication they receive from the childminder regarding their children's development.

- The childminder helps children to learn key skills in readiness for future learning, for example to be independent and to show a positive attitude to learning. They take off their shoes when they arrive and put on their own boots when they want to play in the garden. Children make up their own games. They put water in a saucepan and add small toy ducks. Children show great concentration and, with encouragement from the childminder, persevere when they use a pretend fishing rod to catch the toy ducks. They show a great sense of achievement when they eventually catch one.
- The childminder knows children well and how they can manage their own behaviour. For example, she lets them take themselves away from situations when they become frustrated. However, at times, the childminder does not always explain to children why some behaviours are not acceptable.
- The childminder supports children's communication and language well. For example, she helps them to extend their vocabulary and to hear the correct sounds of words. When children engage in imaginative play with pretend doctors' equipment, they sometimes mispronounce words, such as 'stethoscope'. The childminder repeats the word so children hear the correct pronunciation.

Safeguarding

The arrangements for safeguarding are effective.

The childminder maintains a safe and secure environment for children to play in. She carries out fire drills with children to help them understand how to evacuate her home safely in the event of an emergency. Children explain that they need to 'walk outside' and explain that if there is a lot of smoke in the house, they need to 'crawl'. The childminder knows the signs that would cause her concerns about children's safety or welfare. This includes if children or parents are being exposed to extreme views or behaviours. The childminder understands the process to follow to report any concerns she has regarding children's safety.

What does the setting need to do to improve?

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

- develop ways to share information about children's achievements with other early years settings they attend and schools they move on to
- help children to understand the possible consequences of their actions, to strengthen their understanding of how to manage their behaviour.

Setting details

Unique reference number	EY301628
Local authority	Derbyshire
Inspection number	10062495
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	3 to 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	16 July 2015

Information about this early years setting

The childminder registered in 2005 and lives in Eckington, Sheffield. She operates all year round from 7.30am to 6pm on Monday, Tuesday, Wednesday and Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the childminder has 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 her evaluation of the setting.
- The childminder and the inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She reviewed a sample of documentation and evidence of the suitability of persons living in the household.
- The inspector viewed written feedback from parents and took account of their views.

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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