

Childminder report

Inspection date: 17 April 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children enjoy their time at the childminder's home. They have developed a strong bond with the childminder, with whom they freely give and receive regular cuddles, hugs and high fives. The childminder is a positive role model and encourages all children to be polite and respectful of each other. For example, when children climb on the chairs, the childminder gently reminds them to be careful, as they may accidentally kick their friends. The childminder shows them how to get onto the chairs safely, which they copy.

Children are provided with plenty of opportunities to develop their small muscles. This helps them practise the skills they need for early writing. For example, pre-school children complete peg puzzles. They show high levels of concentration as they carefully consider the spaces available in the jigsaw tray. They turn and twist the piece to ensure it fits correctly. The childminder encourages children to keep trying if they struggle. This helps children persevere, and they smile with pride when they succeed. The childminder provides additional challenges and works with children to complete more complex puzzles. Children are praised for trying, which develops their self-esteem and confidence.

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

- The childminder knows the children well. She plans activities based on the children's interests and next steps. This includes children with special educational needs and/or disabilities. The childminder works in partnership with parents, other settings and professionals, such as physiotherapists, to provide a consistent approach to ensure all children make good progress from their starting point.
- The childminder embeds mathematical learning within children's play. She talks to children about colours, shapes, positions and measurements. For example, toddlers concentrate as they use stacking cups to build a tower. The childminder helps them count the cups and name the colours. Pre-school children enjoy playing with colourful spinning toys. They receive help to recognise spinners that are the same colour. Children carefully gather and match the correct colours together.
- Overall, the childminder is helping children learn how to share, take turns and play together. However, on occasion, toddlers have their learning interrupted. For example, toddlers begin to engage in activities that other children then show an interest in. The childminder informs toddlers they need to share and subsequently moves the toy to make it accessible to others. To this end, toddlers become frustrated, as they cannot continue their play.
- The childminder recognises the importance of providing children with a wide range of experiences. She regularly takes children to visit farm animals, play at

the park and explore local woodland areas. Parents comment that they value the opportunities their children have to go out into the community and learn to interact with others.

- The childminder encourages children to develop their independence skills. For example, children are encouraged to choose their resources, tidy away when the routine changes and eagerly help get the table ready for lunch. This helps children learn to do things for themselves.
- The childminder understands the importance of ensuring children's good health. She shares information with parents regarding healthy lunch boxes and drinks. In addition, the childminder encourages children to wash their hands before sitting down for lunch, and they know to put any rubbish in the bin. This helps children develop good hygiene practices.
- The childminder supports children's growing language and communication skills. Children are continually spoken to during their play and care routines, with a clear narrative provided so children can follow instructions. However, occasionally, the childminder asks children several questions in quick succession. This means children are not given time to think and respond before the next question is asked. This limits opportunities for them to process and express their ideas.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs and symptoms that may indicate a child is at risk of harm, including those who may potentially be at risk of radicalisation. The childminder understands her responsibility to keep children safe. She has ensured that all mandatory training has been completed, such as paediatric first aid and safeguarding. Children are well supervised by the childminder. She regularly risk assesses the premises to ensure the environment is hazard free and safe.

What does the setting need to do to improve?

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

- provide more time for children to think and respond to questions to enhance their learning
- improve strategies to help children share and play together while ensuring this does not interrupt what children are already doing.

Setting details

Unique reference number	EY307032
Local authority	Derbyshire
Inspection number	10237552
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 11
Total number of places	6
Number of children on roll	11
Date of previous inspection	8 March 2022

Information about this early years setting

The childminder registered in 2005 and lives in Holymoorside, Chesterfield. She operates all year round, Monday to Friday, from 8.30am until 5.30pm, 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
Susan Hyatt

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the childminder with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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