

Childminder report

Inspection date: 17 December 2024

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 cared for in a warm and welcoming environment. The childminder works well to maintain children's safety and promote their learning. The childminder plans interesting experiences to build on each child's knowledge and skills. Children are excited to learn new things and actively engage in the activities provided. Children show they feel secure as they confidently explore their own interests and know where to find toys they want to play with. The childminder demonstrates a good knowledge of children's interests, as she responds quickly to support children's play ideas.

The childminder plans a progressive curriculum. She aims to help all children make good progress in key areas of learning to prepare them for starting school. The childminder promotes children's skills in personal care and independence, such as dressing and using the toilet. She supports all children's physical skills. Younger children enjoy physical challenges, such as climbing, running and having fun outdoors in the fresh air. The childminder supports older children to develop their manipulative skills. For example, she encourages children to draw pictures and make marks with chalks on the patio.

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

- The childminder ensures that the activities she provides for children are well sequenced and build on what children already know and can do. She makes good use of the indoor and outdoor environment to excite children's interest with different play ideas.
- The childminder prioritises young children's speech and language skills effectively, to help them become confident communicators. She talks to children and models language in a way that encourages them to repeat and learn new words. For example, during story sessions, the childminder gives younger children time to share their thoughts and repeat back new vocabulary.
- The childminder teaches children some mathematical concepts. For example, she reinforces the names of shapes such as circle and square as the children explore ice. However, the childminder does not make the most of opportunities to encourage children to count and use numbers. For example, the childminder sings number songs with the children and encourages them to pretend to be frog jumping into a pond. Children enjoy singing and doing the actions, but the childminder does not provide children with the opportunity to count the number of speckled frogs still sitting on the log.
- The childminder is a positive role model for the children. She is consistent in reminding the children to use their manners and the behaviour that is expected from them. The childminder develops children's awareness of how others feel. For example, as the children take turns using the swing, they are praised for

their kindness to each other and it is explained why it is important to share and take turns.

- The childminder teaches children the importance of being healthy. Children are encouraged to wash their hands before eating and after playing outside. Children benefit from healthy snacks and meals, which are home-cooked. The childminder supports children to manage their own care needs. Children are encouraged to independently use the toilet and wash their hands so that they are supported to be ready for school.
- Parents are very complimentary about the childminder and value the learning and care their children receive. The childminder talks to parents about what the children have enjoyed doing and provides detailed information about children's care routines. However, parents do not consistently receive information about their child's next steps in learning. This does not fully support children to continue learning at home.
- The childminder regularly reviews her practice and that of her assistant. They both attend regular training to keep their knowledge up to date. The childminder works well with her assistant together to continually develop their practice. For instance, the childminder is keen to source additional resources to further develop opportunities for children to explore outside.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen teaching strategies to consistently promote children's early number and mathematical skills even more effectively
- improve the arrangements in place for the sharing of information and ideas with parents, to help support and continue their children's learning at home.

Setting details

Unique reference number	EY309669
Local authority	Derbyshire
Inspection number	10367949
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	0 to 10
Total number of places	12
Number of children on roll	19
Date of previous inspection	4 March 2019

Information about this early years setting

The childminder registered in 2005 and lives in Bolsover, Chesterfield. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant and holds a level 3 childcare qualification. She provides places for children in receipt of government funding.

Information about this inspection

Inspector

Lianne McElvaney

Inspection activities

- The inspector observed a range of play activities in the childminder's home and garden. She considered, with the childminder, the impact of teaching on children's learning and development and discussed children's progress.
- The inspector and childminder completed a learning walk around the setting. They discussed how the environment is organised and curriculum planned to support children's learning. The inspector took account of how the childminder completes risk assessments to ensure that children remain safe.
- At appropriate times during the inspection, the inspector spoke to the children, the childminder and her assistant. She also took account of the written views of parents. The inspector observed the quality of interactions between the childminder, her assistant and the children attending.
- A sample of documentation that supports the effective management of the childcare was viewed by the inspector. This included evidence of qualifications, the suitability of the childminder, her assistant and other household members, and a sample of policies.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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