

Childminder report

Inspection date:

27 September 2023

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children benefit from having a warm and respectful relationship with the childminder. The childminder responds positively when children ask for help and encourages them to join in and play together. The children enjoy the closeness of their relationship with the childminder and show this by, for example, asking her to play with them and choosing books to read together. The childminder has clear boundaries for how she would like children to behave, and she helps them to understand why boundaries are in place. For instance, she explains that toys have to be tidied away so that children begin to understand how to take care of resources and how this helps them to stay safe.

The childminder has a deep knowledge and understanding of the children she cares for. She provides children with a wide range of experiences that build up their skills and knowledge. The childminder skilfully uses children's current interests and spontaneous incidents to enhance their learning. For example, when children collected leaves, conkers and other natural autumnal treasures, the childminder used these to develop learning experiences for the children. Children explored the textures of the items. Older children discussed the colours they could see and experimented with how they could use play dough with their treasure, while younger children used their developing hand control to push sticks into a ball of play dough.

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

- The childminder knows exactly what she wants children to learn during their time in her care. She places a strong emphasis on developing children's communication skills, social skills and physical development. The childminder clearly explains the reasons for providing the activities and resources she offers children at any given point. Each activity has a clear purpose to extend what children know, remember and can do. Play with tea sets, for example, is used to help children to get used to open-top cups. They learn how to hold the cup to their mouth, to develop control before moving on to using a larger cup containing a drink.
- The childminder accesses online childminder groups and online training to keep abreast of current early years practice. The childminder can identify where she might improve her practice. She knows when an activity has achieved what she intended children to learn and knows how to adapt activities to improve their impact on children's learning. There are, however, some occasions when the childminder is so focused on one child that she misses what the other children are doing and does not fully include them in conversations and activities.
- Children have daily access to outdoor play, and they regularly take walks in the local area with the childminder. The childminder successfully develops children's

interest in the world around them by helping them to look around themselves and notice changes, such as the changing of the seasons. When provided with opportunities, children show a good deal of curiosity and creativity in their play, for example, scooping dirty stones into water and watching as they sink and the dirt floats off them. However, the childminder is too keen at times to move children on to the next activity, which interrupts the learning that is happening.

- The childminder helps children to understand how to stay safe and healthy. Children have fruit and vegetable-based meals and snacks. The childminder discusses the benefits of a healthy diet with children as she prepares the food with them. The childminder reminds children about how to move up and down steps in the garden safely, which they manage with growing independence.
- The childminder has developed positive relationships with the school and nursery school that children attend. She works with the schools and parents to make sure she is preparing children for the next stage of their educational journey. Schools benefit from her expert knowledge of the children. Parents have confidence in the childminder, and they praise how she works with their children to help them to make progress.
- The childminder speaks clearly to children at a level that suits the stage they are at in their communication and language development. All children hear a wide range of words spoken in well-structured sentences. Younger children hear repeated words and sounds, and they mimic the childminder, receiving praise when they respond. Mathematical language, such as size, number and shape, is incorporated into everyday conversations to naturally stimulate children's interest and understanding of mathematics.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an impressive awareness of safeguarding policy and procedures. She can describe confidently the signs and symptoms that indicate that a child is at risk of or is being abused. She knows who to report concerns about a child to and who to report allegations made against herself or a member of her household to. The childminder can explain what might raise her concerns that a child is living in an environment that supports extreme ideologies and knows who to report such concerns to. Children who use games consoles and computers are helped to understand how to stay safe online, and parents are given information about this to raise their awareness of the risks associated with children being online.

What does the setting need to do to improve?

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

- give all children the attention they need during planned activities so that they

benefit fully from the experience

- enable children to fully explore during their play and to complete their activity to their satisfaction.

Setting details

Unique reference number	EY311509
Local authority	Derbyshire
Inspection number	10288810
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	8
Date of previous inspection	1 November 2017

Information about this early years setting

The childminder registered in 2005 and lives in Staveley, Chesterfield. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Joanne Smith

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 this into account in their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises her early years curriculum and what she wants children to learn.
- Children communicated with the inspector during the inspection.
- The inspector observed interactions between the children and the childminder.
- The inspector took account of parents' views given in written testimonials.
- 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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