

Childminder report

Inspection date: 2 November 2022

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 enjoy attending this warm, homely setting. They develop strong bonds with the childminder and feel happy and safe. Children understand what the childminder expects of them, and they behave well. The childminder is quick to spot any minor disagreements between children. She defuses these using effective distraction techniques.

Children use pencils and wax crayons to colour and draw. They show the childminder their drawings with pride. They ask, 'Do you like my picture?' The childminder offers children words of praise and encouragement. Children develop their self-esteem and grow to be increasingly confident. They enjoy sharing their creations with others and say, 'my daddy will love this.'

Children benefit from lots of opportunities to enhance their physical development. They use cutlery competently to feed themselves at mealtimes. Children pick up small building blocks and fit them together with dexterity, as they create tall towers. They have regular opportunities to develop their mark-making skills. They are excited to practise their dance moves in the daily 'wake and shake'. Children explore the environment with agility. They have access to a variety of equipment, such as ladders, slides and ride-on vehicles to strengthen their large muscles in the garden.

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

- The childminder works closely with her co-childminder. They regularly assess and review children's learning and development. The childminder and her co-childminder use their assessments to identify and plan for the children's next steps in learning. The childminder completes the required progress check for two-year-old children. However, it does not explain children's progress and areas for development with enough clarity.
- The childminder understands child development. She provides a wide range of fun activities, including crafts, adventure play, singing, dancing and construction. These activities develop children's knowledge and understanding of the seven areas of learning. The childminder knows each child well. However, she does not always use her knowledge to support children with their individual developmental needs.
- The childminder promotes communication and language very well. She provides a language-rich environment for children to learn in. Children enjoy singing songs and reading stories. They learn new words as they play. For example, the childminder uses words such as 'shake', 'rattle' and 'rhythm' as they play with musical instruments. The childminder listens carefully to what children have to say and asks questions that can be answered in different ways. Children grow to

be confident speakers.

- Children learn mathematical language. They use building blocks to create towers. The childminder asks them how many more they will add. Children call 'three more' as they correctly add three blocks to their towers. Children are full of excitement as the childminder shows them her tower of ten blocks, with numbers written on them. They are eager to tell her the numbers they recognise and share their knowledge with each other.
- Children look up to the childminder, who is a very good role model. She consistently uses positive language to reinforce her expectations. She helps children to develop their social skills by modelling good manners, and praises children when they use theirs.
- The childminder supports children to become increasingly independent in their personal development. She works closely with parents to help children with toilet training. Children learn about healthy eating and follow a vegetarian diet in the setting. However, the childminder does not consistently ensure children follow good personal hygiene practices, such as washing hands before eating.
- The childminder teaches children about their local community. They often go out for walks together and children enjoy playing in parks and visiting nearby shops. They learn about people who help us. Children often stop to watch diggers and construction in the community and learn about what they see.
- Parents and carers are happy with the service the childminder provides. The childminder keeps parents informed about care routines, activities and learning through daily conversations. Parents are grateful for the photographs and messages they receive through a messaging app.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibility in safeguarding children. She knows the different types of abuse and the signs and symptoms extremely well. She has a strong understanding of a range of safeguarding concerns, including female genital mutilation and children being exposed to radical views. The childminder knows her responsibility to report concerns about children and adults to the correct authority. She ensures the environment is safe for children to play in, for example by carrying out risk assessments and checking the garden for hazards. The childminder supervises children constantly as they play.

What does the setting need to do to improve?

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

- provide activities which engage children on an individual basis to support the development of their next steps in learning

- implement consistent handwashing routines, to help children understand of the importance of washing their hands before they eat
- review the information recorded in the two-year progress check to ensure that it gives parents a clear understanding of what their children have achieved and what they need to learn next.

Setting details

Unique reference number	EY316120
Local authority	Derby
Inspection number	10234969
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 4
Total number of places	6
Number of children on roll	9
Date of previous inspection	4 January 2017

Information about this early years setting

The childminder registered in 2005 and lives in Derby. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with another childminder and an assistant. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Vanessa Cuthbert

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 setting.
- The childminder, co-childminder and the inspector completed a learning walk together. They discussed how they organise the setting and plan the curriculum and experiences for children.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector and the childminder evaluated a learning activity together.
- Children happily interacted with the inspector during the inspection.
- The inspector took account of the views of parents from the written feedback provided at the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of all persons living and working on the premises.

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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