

Childminder report

Inspection date: 14 February 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 happy at this welcoming provision. The childminder supports children to negotiate furniture and steps as they safely explore indoors and outside. Children enjoy activities that meet their interests. For example, they develop their imaginations as they hide toy animals in the pretend snow. Older children talk with the childminder as they play, who supports their ongoing conversations. Children become expressive as they talk about the polar bears and penguins. The childminder listens with genuine interest and reminds the children that penguins and polar bears do not live together. The childminder skilfully evolves the conversation to talk about animals who live in cold climates and how they have fur to keep warm.

Children thoroughly enjoy playing outside. The childminder supports the children to develop their physical skills. She guides young children as they ride tricycles down the slope in the garden, ensuring they know how to stop at the bottom. Older children learn to climb with confidence as they make their way to the top of the large play castle. The childminder praises the children's efforts and good behaviour as they play together. She interacts with the children positively, demonstrating how they can jump to reach and pop bubbles. Children become absorbed as they learn to blow bubbles. They leap to catch the bubbles and shout 'pop' as they count the bubbles as they burst.

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

- The childminder creates an environment to support her exciting curriculum. She builds on what children already know and can do as she follows children's interests and uses her understanding of how children learn through play. The childminder observes children and understands the importance of ongoing assessment. This information helps her to plan and tailor activities to meet children's specific learning needs.
- The childminder supports children's developing communication and language skills overall. She speaks clearly and models new language. The childminder comments on what younger children are doing to help increase their vocabulary. She asks questions and encourages older children to use their speaking skills. However, occasionally, the childminder asks too many questions in quick succession. As a result, she does not give the children enough time to respond with an answer before she asks another question. This does not help children to develop their thinking or expand their language skills.
- Children experience many activities to help them develop their small-muscle skills. For instance, they squeeze and stir mud in metal pots and make circular marks using chalk outside. This helps to strengthen their fingers and prepares them well for early writing.

- The childminder supports children's behaviour. She gets down to the children's level and explains how to share as children play with trucks. Children respond positively to the childminder's request and share the trucks as they push them around the garden. Children show good behaviour as they happily participate during tidy-up time. Children say, 'We are working as a team'.
- The childminder helps children to develop their independent skills. She supports young children as they put on their outside suits and wellington boots. Older children demonstrate previous learning as they do this by themselves. Children know where to sit at mealtimes and to wash their hands before eating. Older children persist as they struggle to open their lunch boxes. These tasks aid skills for future learning and eventually moving on to school.
- The childminder has positive relationships with parents. Parents speak highly of the care and learning their children receive. The childminder collaborates with parents to help support their children's care and learning. For example, she sends photos and comments home through a secure online app. This means parents know what their children have been doing and the experiences they have enjoyed, which enables them to extend their children's learning at home.
- The childminder works closely with other professionals to support children's learning. This helps the childminder meet children's individual needs. However, she does not share information with other settings children attend. As a result, children do not benefit from consistent information shared to support their learning.
- The childminder is reflective and reviews her practice to help her improve what she provides for children. She attends training regularly to keep her knowledge up to date. Following recent training on oral health, she has helped to support the children's understanding of how to clean their teeth.

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:

- give children more time to answer and respond to questions, to develop their language skills
- build relationships with other settings that children attend to share information and further support their learning.

Setting details

Unique reference number	EY316309
Local authority	Derby
Inspection number	10316750
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	6
Date of previous inspection	3 May 2018

Information about this early years setting

The childminder registered in 2005 and is located in Mickleover, Derby. She operates all year round, from 7.30am to 5pm, Monday to Thursday, except for bank holidays, a week at Christmas and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two- three- and four-year-old children.

Information about this inspection

Inspector
Jan Hughes

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 childminder.
- The inspector completed a learning walk of the childminder's provision and discussed how she organises and implements her curriculum.
- The childminder took part in a joint observation with the inspector. The inspector considered the quality of education during activities and the impact this had on children's learning.
- The children invited the inspector into their play at appropriate times throughout the inspection. The inspector observed interactions and the conversations between the childminder and the children and considered the impact these have on children's learning.
- Parents shared their views of the childminder's provision with the inspector through written statements.
- The inspector had a discussion with the childminder about her training and how she evaluates her practice.
- The childminder showed the inspector relevant documentation and evidence of her suitability.

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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