

Childminder report

Inspection date: 14 March 2023

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder provides a welcoming and inclusive home, and children settle happily. Children show secure attachments with the childminder and her assistant. They approach them for cuddles or to hold their hand when they need reassurance. Children are confident and behave well. They use their manners and are polite with their friends. Children show respect for each other and are learning to share toys and resources. For example, they ask, 'Can I sit on the pink chair?'. Children practise using their small-muscle skills as they take part in activities, such as peeling and sticking using stickers. They enjoy using paint dabbers to make marks.

Children enjoy playing outdoors. They laugh with their friends while splashing in muddy puddles. Children practise their coordination and large-muscle skills as they use the climbing frame and slide. Younger children enjoy singing 'Row, Row, Row your Boat' while using a boat-shaped swing. They laugh and giggle in delight when the childminder's assistant plays games with them. Children enjoy blowing bubbles in the garden. They take turns and share the tube of bubble solution. Older children pay close attention to younger children and offer them help and encouragement. Children understand how to take risks safely and begin to manage their safety and well-being well.

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

- The childminder has a clear vision for her curriculum. She wants all children to be ready to start school. The childminder focuses on children becoming confident and emotionally secure. She plans activities with a network of other local childminders to help children learn to socialise with a wider circle of people. The childminder also supports children to meet and mix with other children they will be attending school with, at the local toddler group. This helps to prepare them for their transition and feel ready to start school.
- The childminder has systems in place to monitor children's progress. She plans activities based on what children already know and can do. However, she does not make the most of opportunities to extend older children's learning. For example, when children are interested in using a magnifying glass to look at flowers, she only talks about the colours they can see and does not extend the children's knowledge of flowers.
- The childminder promotes children's love of reading. She enthusiastically reads stories with the children, who enjoy listening and discussing what they see and hear. For example, in a book about animals, children talk about which animals have tails. The childminder encourages younger children to find their noses and other body parts. Children are eager to turn the pages and talk about which animal is next.

- Children show an understanding of early mathematical concepts. When they show interest in round objects such as balls, the childminder encourages them to identify other round items in the garden. She teaches them that round items are related to shapes called circles. She encourages children to count the number of circles they can find.
- Parents express they are happy with the care their children receive from the childminder. They praise the progress their children have made, both emotionally and academically. The childminder works in partnership with parents to support their children's learning and development at home.
- The childminder prioritises children's oral hygiene and creates activities to support their understanding. For example, children use toothbrushes to remove dirty marks on large pictures of teeth. The childminder discusses the importance of oral hygiene. Children start to understand that eating too many sweets can cause holes in their teeth.
- Children enjoy a healthy, balanced diet. The childminder prepares fresh, home-cooked food daily. However, the childminder does not consistently remind children to wash their hands before eating. This does not help children to establish links between good hygiene and good health.
- The childminder is aware of her responsibilities in working with her husband who is registered as her assistant. She states that her husband helps with mealtimes, and therefore she ensures his knowledge of children's allergies and dietary needs is up-to-date.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good knowledge and understanding of how to safeguard children. They know the signs and symptoms that may indicate a child is at risk of possible abuse. The childminder knows the procedure to follow if she has a concern about a child's welfare. She also knows the reporting procedures should there be an allegation against her or someone living at the childminding address. The childminder ensures her home is safe, secure and free from hazards. She thoroughly risk assesses all areas of her home and garden. She prioritises teaching children how to manage risks safely.

What does the setting need to do to improve?

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

- strengthen support for children to help them to consistently extend and deepen their understanding
- strengthen the consistency of good hand hygiene to support children's understanding of the links between good hygiene and good health.

Setting details

Unique reference number	EY318345
Local authority	Derby
Inspection number	10262960
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	12
Number of children on roll	6
Date of previous inspection	12 April 2017

Information about this early years setting

The childminder registered in 2005 and lives in Allestree, Derbyshire. She operates Monday, Tuesday, Thursday and Friday, from 7.30am until 6pm, all year round. The childminder holds an early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children. The childminder works with an assistant.

Information about this inspection

Inspector

Rachel Barsby-Robinson

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 showed the inspector the premises and discussed how they ensure those are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- 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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