

# Childminder report

---

Inspection date: 20 April 2023

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
|------------------------------|-------------|

---

|                          |             |
|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

|                                              |      |
|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

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

### The provision is good

Children have strong attachments with the caring childminder. She reassures less confident children with cuddles. Children look at photographs and talk about things that they have done together. Children proudly talk about their achievements, demonstrating that they feel safe and secure. Children make good progress. The childminder offers a varied curriculum, which covers all the areas of learning. For example, children create a plate of pretend melon, strawberry and cake and ask, 'Which one is healthy?' The childminder supports children to talk about dental hygiene. Children learn new words, such as cavities.

Children behave well. They listen to instructions and hold up their hands as the childminder asks them to show their 'twinkly fingers' when it is time to tidy away. The childminder promotes children's independence and school-ready skills. She encourages children to collect their shoes and help each other to put on their coats as they get ready to go outside. The childminder encourages children to count as they roll a ball down the slide. Children have lots of conversations with the childminder. For example, they talk about different animals as they complete animal jigsaws.

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

- The childminder supports children with their personal development and confidence. She recognises that, since the COVID-19 pandemic, some children feel anxious. She looks at books with the children about feelings and supports quieter children to join in. The childminder talks to children about their next steps in learning and praises them when they try something new.
- The childminder teaches children about the world around them and introduces new words. Children dig up vegetables, and the childminder uses phrases such as 'a variety of vegetables'. The children have a back-and-forth conversation about what the word variety means. Children talk about things they have grown, commenting that strawberries need water and sunshine. The childminder helps children to plant bulbs in the garden, reminding them that the shoot goes at the top.
- The childminder supports the development of children's physical skills. For example, they roll and throw footballs in the garden and climb steps to the slide. She supports children to develop their small-muscle skills, providing paint and brushes for mark marking.
- The childminder supports older children to learn mathematical language. Children hear words such as 'longest' and 'shortest' as they try to make a pattern with beads. The childminder supports children to recognise letter sounds as children thread letters on shoelaces. However, she is not always clear about how younger children learn. She talks of teaching numbers and colours to the

youngest children rather than focusing on the prime areas of learning.

- The childminder provides clear rules, and she supports children to behave well and to take turns. For example, children push a pram with baby dolls around the garden. When the egg timer rings, children know it is time to let other children have a turn.
- The childminder supports children to learn about healthy lifestyles and to be independent. Children demonstrate that they know and remember what they have learned. For example, children explain the importance of drinking water to stay healthy. The childminder teaches children about the importance of washing fruit before eating it. Children select their cutlery and help to slice bananas and apples for snack, and they talk about being careful with the knife.
- The childminder reflects on her practice. She meets with other childminders to discuss ideas, and she updates her knowledge by attending training courses. She works with other settings children attend, contacting them to discuss children's next steps in learning and development.
- The childminder provides information for parents, both online and face to face. She encourages parents to share videos and news from home. Parents state that they know what their children are learning and speak of the 'wonderful' childminder. They talk of her being like a 'second mum'. Parents state that they are happy with how the childminder supports new children to settle in.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder provides a safe and clean environment for the children to play in. She knows how to identify the signs and symptoms of abuse. The childminder knows the action to take if she has a concern about a child's welfare, including if she is worried that children are being exposed to radical or extreme views. She is aware of wider safeguarding issues, such as county lines and female genital mutilation. The childminder attends training courses to update her knowledge. She talks to children about road safety and to walk safely when out on day trips.

## What does the setting need to do to improve?

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

- enhance knowledge and understanding of the curriculum even further for younger children, to focus on the prime areas of learning.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY350863                                                                          |
| <b>Local authority</b>                             | Derby                                                                             |
| <b>Inspection number</b>                           | 10280249                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 5                                                                                 |
| <b>Date of previous inspection</b>                 | 15 August 2017                                                                    |

## Information about this early years setting

The childminder registered in 2007 and lives in Littleover, Derby. The childminding service operates during term time, from 8am to 5.30pm, Monday to Thursday. The childminder has a foundation degree in early years and provides funded early years education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Caroline Winterton

## 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 childminder joined the inspector on a learning walk and talked to the inspector about her curriculum and what she wants the children to learn.
- The inspector spoke with the childminder about the leadership and management of the setting.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and her assistant and the children.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation.
- The inspector carried out a joint observation with the childminder.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023