

Childminder report

Inspection date: 18 September 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder is very experienced and passionate about the care and learning she provides for children. She is calm, caring and kind. Children are confident, happy and settled in the childminder's home-from-home environment. They enjoy close bonds with the childminder and they regularly share cuddles and comfort. The childminder responds to babies' babbles as they play peekaboo from under a blanket. Children giggle with delight and squeal as they anticipate the childminder making them jump. Children show that they feel safe and happy.

Children learn new skills as they receive support from the childminder. For example, as babies begin to take their first steps, the childminder shuffles back with her arms out. This motivates them to take more steps and they show a strong sense of achievement. The childminder provides opportunities for children to develop their large physical skills. Children have opportunities to use the large, enclosed garden each day, where they can run, climb and negotiate space. Babies demonstrate positive attitudes to learning and remain focused and engrossed as they build towers with construction bricks. Children learn how they can keep themselves safe. For example, they learn how they can keep their play space safe by putting the toys away. They follow the 'house rules' and remind each other of these during play. For example, they say 'walking feet inside' as they move around the play space. Children behave well and are kind and considerate to each other.

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

- The childminder knows the children well and plans a curriculum that reflects their individual learning needs. She builds on what the children already know and what they need to learn next. The childminder has adapted the environment to ensure that resources are easily accessible. However, the resources the childminder provides for babies to play with are generally of the same colour, size and texture. This means that babies cannot fully explore using all of their senses.
- The childminder understands the importance of developing children's communication and language. The relationship that the childminder has with the children is delightful. When babies babble to the childminder, she responds with new words and animated facial expressions to extend their communication. However, younger children spend prolonged times with a dummy in their mouth. This means that, on some occasions, they are not able to make sounds and respond clearly to enhance their language development.
- The childminder has a secure understanding of how to support children's development. She monitors children's progress closely and knows what children need to learn next to support their next stage in their learning. This helps children to develop the skills they require for future learning. For example, the

childminder skilfully weaves mathematics into everyday routines, such as counting cutlery at mealtimes.

- Children's good health is promoted. The childminder provides healthy, home-cooked snacks and lunches. She provides opportunities for younger children to feed themselves and develop their self-help skills. For example, children eat finger food and practise holding their bottle of water. Older children put on their own shoes and coats, attempting to do the zips. They know to wash their hands after going to the toilet.
- Parents speak highly of the childminder and are very happy with how their children have settled and feel at home with the childminder. The childminder has discussions with parents when their child starts, so that she knows about their individual care needs. She provides regular feedback to parents, verbally communicating with them every day and sharing progress information. This helps to establish a consistent approach to supporting children's learning.
- The childminder takes children out to visit places of interest within their community. They often meet with other childminders to go to local parks and social groups. These experiences help children to learn about the world around them and gain confidence in wider social situations.
- The childminder is keen to continue with her professional development to keep her knowledge and skills up to date. She attends online training and meets regularly with other childminders to discuss good practice and any changes to legislation.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs and symptoms of possible child abuse. She knows the recording and reporting procedures she needs to follow should she have concerns regarding a child's welfare. This includes if allegations were made about her. The childminder attends regular safeguarding training to ensure that her knowledge is up to date. She confidently talks about wider safeguarding issues, including exposure to extremist views and behaviours. The childminder regularly assesses her home to ensure it remains safe and suitable for children. She has completed safer sleep training for babies and implements current guidance to help keep them safe.

What does the setting need to do to improve?

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

- enable babies to respond positively during interactions to further support their language development
- provide more opportunities for babies to explore using all of their senses.

Setting details

Unique reference number	EY355805
Local authority	Derbyshire
Inspection number	10289254
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	0 to 11
Total number of places	6
Number of children on roll	16
Date of previous inspection	17 November 2017

Information about this early years setting

The childminder registered in 2007 and lives in Swanwick, Derbyshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tracy Hopkins

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 observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder discussed her intentions for children's learning with the inspector and evaluated activities during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector took account of written feedback from parents and cards made by the children.
- The childminder showed the inspector around the areas of her home used for childminding.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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