

Childminder report

Inspection date: 6 July 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 provides a welcoming and safe setting where children feel welcomed and happy. She has a calm, consistent manner and responds well to children's care needs. Children form strong bonds, which contributes to their well-being and emotional development.

Children display positive behaviour as they take it in turns with the resources available. The childminder encourages children to be kind, as she says 'that's great sharing'. Children build the small muscles in their hands as they squeeze and squash play dough into tooth shapes. They place the pretend teeth into a plastic mouth and learn about how some foods are bad for you. The childminder helps them to think about how to look after their teeth and children practise brushing the play dough teeth with toothbrushes.

Children explore the safe and secure enclosed garden. The childminder helps them to build their imaginations as they scoop up stones using toy diggers and pretend the diggers are building houses. She helps them develop their large muscles and balancing skills as they carefully jump onto stepping stones, exclaiming 'the floor is lava!' Children play team games as they kick balls, practising their coordination as the childminder encourages them to kick, throw and catch the balls. They cheer with delight as they score a goal.

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

- The experienced and reflective childminder has created a curriculum that builds on what children know and can do. She considers children's interests as she plans activities. The childminder closely observes and assesses children as they learn through play. However, during group activities, she does not always encourage the quieter, less-confident children to participate. As a result, these children do not participate in activities as well as they could.
- The childminder ensures that children have access to healthy meals and snacks. Children display positive behaviour when they are asked to prepare their lunch together. The childminder helps children to identify foods that are good for their bodies. She introduces new words such as 'protein' and 'vitamins' as children sort healthy and unhealthy food into boxes. This helps children to understand how a good diet contributes to a healthy lifestyle and has a positive effect on our bodies.
- The childminder skilfully weaves mathematics into her curriculum. She uses mathematical language as she demonstrates and plays alongside children. The childminder uses words, such as 'heavy' and 'light', as children explore scales. She uses shape names, such as 'square' and 'cylinder'. This supports the development of children's early mathematical skills.

- Children build their independence skills as the childminder encourages them to make their own snacks. Children select fruit and chop these up with safety knives. They pour their own milk and find their own hats and shoes to put on before they go outside. The childminder encourages children to wipe their own noses, providing mirrors so that children can practise their skills.
- Parents compliment the childminder's calm and supportive approach, and feel that she plays an 'integral part' of their children's learning. They receive daily updates on their child's progress, and feel involved in their development. Parents say that children are excited to tell them about what they have learned at the childminder's house. They feel that their children have come on 'leaps and bounds' since they have been in the care of the childminder.
- The childminder builds effective partnerships to support the children transitioning to primary school. Teachers visit the setting and the childminder shares information with them about each child's learning and development. The childminder helps children to understand the experience of school life. For example, she reads stories about starting school and has meaningful conversations about children's experiences from recent visits to school.
- The childminder makes good use of the surrounding area. Children visit the horses and cows in the neighbouring field to learn about the natural world. She understands the importance of exploring in the fresh air. Children benefit by visiting the local park, building their balance and coordination as they complete 'trim trails' and scramble up climbing equipment.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understand her roles and responsibilities in keeping children safe. She attends regular courses that help to increase her knowledge of safeguarding. The childminder knows how to manage any allegations which may be made against herself or her family. She understands signs and symptoms that a child may be at risk from harm, and knows the procedure for recording and reporting any concerns she may have. The childminder carries out daily risk assessments to ensure that any hazards in the environment are minimised. She teaches children about the importance of road safety when walking with them in the local community.

What does the setting need to do to improve?

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

- improve the organisation of group activities so that quieter and less-confident children can participate effectively.

Setting details

Unique reference number	EY366043
Local authority	Derbyshire
Inspection number	10289576
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	2 to 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	29 November 2017

Information about this early years setting

The childminder registered in 2007 and lives in Somercotes, Derbyshire. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She has a relevant qualification at level 3.

Information about this inspection

Inspector
Stephanie North

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 showed the inspector around the premises and discussed how she ensures they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having on children's learning.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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