

Childminder report

Inspection date: 13 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 and enjoy attending this friendly childminder's home. The childminder has a caring and kind nature and has developed strong bonds with children. She sits with the children and interacts with them as they play. Young children reach out their arms for a cuddle and sit on the childminder's knee to play with the toys. Children appear settled and safe in the childminder's care. The childminder supervises children safely as they confidently move around the room, selecting what to play with.

The childminder supports children's learning well. She counts the blocks with the children as they build towers. The childminder encourages the children with enthusiasm as they excitedly knock the blocks over. The children repeat this activity. This helps to develop their hand-eye coordination and small-muscle skills effectively.

Children behave well. They listen and respond to the childminder's gentle guidance and instructions. For example, the childminder reminds older children to be careful as they eagerly jump up and down and carry out actions to nursery rhymes. The children thoroughly enjoy using their arms and legs, increasing their physical development. The childminder joins in with the actions, encouraging the children to move their arms as they sing songs.

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

- The childminder creates an environment that supports her curriculum. She considers what children know and can do, and uses their interests to plan activities that they enjoy. The childminder supports children to make good progress, and plans for their future learning. For example, older children happily create pictures, demonstrating their creativity. The childminder encourages them to write their names on their pictures, which they attempt to do.
- The childminder supports children's language skills well. She makes eye contact with younger children and repeats words for them to hear to help to increase their vocabulary. Older children have purposeful conversations with the childminder. For example, while exploring the play kitchen, they talk about their favourite foods and what they had for breakfast. This helps the children to use the vocabulary they have learned.
- Overall, the childminder encourages children to develop their independence skills as they play. However, occasionally, in her eagerness to help children, the childminder does things for them that they could try to do for themselves. For example, she wipes younger children's hands before mealtimes and fetches toys and resources that older children could fetch for themselves.
- The childminder is a good role model for behaviour. She is calm and gets down

to the children's level to talk to them. The childminder provides verbal praise for children's achievements and offers gentle reminders to use good manners. This is evident as the children tidy away the toys. They know where the toys go and willingly help the childminder.

- Overall, the childminder works with other professionals to ensure that children's individual needs are met. She liaises with the local pre-school that children attend and talks to staff about the children's care needs. However, the childminder does not exchange precise information about children's learning and development. She does not find out what children are learning elsewhere, so that she is able to complement this learning in her provision.
- Parents comment positively on the care and support that the childminder provides. They feel that their children develop good social skills. Parents say that their children thoroughly enjoy the variety of activities and trips within the community. These trips enhance their experiences from home. For example, they go to the library to extend their love of books. The childminder sends parents photos of what the children have been doing and speaks to them about their children's learning. This helps parents to extend their children's learning at home if they wish to.
- The childminder is reflective of her practice and reviews her provision to help to decide what she wants to provide for the children. She attends training regularly to keep her knowledge up to date, such as safeguarding training. She is proactive and is attending a course on communication and language. This is to gain more ideas to extend children's speaking skills further.

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:

- develop how children are supported to do things for themselves
- extend the links with other settings that children attend to exchange more-precise details about children's learning.

Setting details

Unique reference number	EY367363
Local authority	Derbyshire
Inspection number	10316772
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 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	11 May 2018

Information about this early years setting

The childminder registered in 2008 and lives in Smalley, Ilkeston. She offers care all year round from 7.30am to 5.30pm, Monday to Friday, except for Wednesday, 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 setting.
- The inspector completed a learning walk of the childminder's home 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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