

Childminder report

Inspection date: 28 March 2022

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 enjoy their time at the childminder's home. They confidently enter the setting and quickly settle with their chosen activity. Children make good progress and have positive attitudes towards learning. The childminder knows them well and plans daily activities to support them in their next stage in learning. For example, children take an active part in preparing their lunch. They eagerly suggest which vegetables they want in their pasta. The childminder helps children to estimate how much pasta they need in their bowls. They are supported to use words such as 'more' and 'less' until they have the right amount. Children are developing their early mathematical skills.

Children behave well. They take turns during routines and activities and show consideration for others. For example, children independently fetch the childminder's boots for her before they go outdoors to play. Children use their manners with gentle reminders from the childminder when needed. They understand why rules are in place and readily follow instructions. For instance, children hold the childminder's hand as they walk to nursery. They know that this is to keep them safe from the cars on the road.

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

- The childminder is effective in supporting children's speaking and listening skills. Children are confident communicators and readily engage in conversations during routines and activities. For example, they cosy up to the childminder for a story. She reads enthusiastically, carefully sounding out words, which children copy. Children talk about the pictures and are keen to find out what is going to happen next. They excitedly encourage the childminder to turn the page over.
- The childminder supports children to develop their small-muscle skills. Children show excellent engagement levels as they complete jigsaw puzzles. The childminder encourages them to persevere as they work out how to fit the pieces together. Children enjoy making marks. They draw colourful pictures and the childminder helps them to write their name on their work. This supports children's early writing skills.
- The childminder supports children to learn how to lead a healthy lifestyle. Children get plenty of fresh air and exercise. They confidently peddle bikes and push themselves along in toy cars. The childminder provides healthy snacks and meals. Children know that healthy food makes their bodies strong. The childminder helps them to develop good hygiene practices. Children tell her that washing their hands cleans the germs away.
- The childminder plans exciting activities to support all areas of children's learning and development. She adapts her practice to build on what individual children already know and can do. However, at times, some planned activities

are not always challenging enough for the most-able children. For example, when looking at different shades of the same colours, the childminder does not support children to try and match colours that are the same. This means some children's learning could be extended further.

- The childminder supports children to develop their independence skills through daily routines. Children place their shoes neatly in the hallway, put used tissues in the bin and go to the toilet themselves. The childminder offers a helping hand when needed. Children are learning valuable skills that prepare them for school.
- The childminder teaches children what is expected of them through daily routines and activities. She is a good role model who provides consistent guidance to children. Children show respect for their toys and resources. They tidy away knowing that this will stop toys being broken or pieces going missing. However, on occasion, the childminder does not always provide children with explanations to enhance their understanding. For example, she discourages them from going near the cooker, but does not explain why.
- The childminder shows genuine affection for the children in her care. She regularly attends training opportunities to extend her knowledge and skills further. Parents state they feel their children are safe and secure at the childminder's setting. They say their children are developing their communication and socialisation skills and are ready for their next stage in learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role to keep children safe and promote their well-being. She has a comprehensive knowledge of all aspects of safeguarding. This includes the signs that may indicate a child is at risk of harm. The childminder knows the procedure to follow if she has any concerns about children's welfare. The setting is secure, and the childminder supervises children well to ensure they are safe as they play and explore. For example, children are encouraged to hold onto the rail as they move up and down the stairs.

What does the setting need to do to improve?

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

- make better use of the opportunities to extend children's learning during activities
- provide clear explanations to children when asking them to do things, to extend their understanding further.

Setting details

Unique reference number	EY377774
Local authority	Derbyshire
Inspection number	10071570
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 12
Total number of places	6
Number of children on roll	12
Date of previous inspection	22 July 2015

Information about this early years setting

The childminder registered in 2008 and lives in Eckington, Sheffield. She operates all year round from 6am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She receives funding for two- and three-year-old children.

Information about this inspection

Inspector
Susan Hyatt

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 this into account in their evaluation of the setting.
- 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.
- 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 inspector and the childminder undertook a joint observation during an adult-led activity.
- 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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