

Childminder report

Inspection date: 3 September 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

The childminder builds strong relationships with the children and warmly welcomes them into her home. Children are comfortable in their surroundings and move confidently around the home, choosing where and what they want to play with. The childminder supports new children to settle quickly. She finds out about their interests before they start and uses this information effectively to plan opportunities she knows the children will enjoy. The childminder is genuinely kind and gentle in her interactions with children. She frequently praises and encourages children while they play. All children display high levels of engagement and play well together. Older children help younger children as they play with the hoops in the garden, rolling them to each other.

The childminder fosters children's positive attitudes to learning effectively. She motivates children and holds thoughtful conversations with the older children. This is evident as older children chat about the different homes people live in as they learn to construct the houses from a story about three little pigs. This helps to extend and broaden their language and early literacy skills. The childminder ensures children access a wide variety of local groups to support their developing communication, physical, and social skills. Children enjoy using the equipment at the local parks and sharing their experiences from their rhyme sessions and trips on the bus to the inside beach.

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

- The childminder has developed a clear and ambitious curriculum. She focuses on following children's interests and plans a balance of adult-supported activities and play that is led by the children. As a result of her skilful planning and support, children make good progress in their learning. However, during activities, the childminder occasionally steps in too quickly and helps children rather than giving them the time to resolve problems for themselves. This is evident as she informs the children how to build a roof and which play dough tools to use to make spaghetti.
- The childminder supports children's future learning as she promotes younger children's communication and language skills effectively. She repeats words and provides narratives to further support their understanding of words. The childminder role models language as she plays alongside children and uses singing and stories to help children learn new vocabulary. As a result of this, older children are confident communicators who are keen to talk to visitors.
- The childminder works closely with parents to ensure information is shared so that children's needs are met consistently. She shares photos and comments on what the children have achieved and talks to parents about their children's current learning. Parents confirm that they are grateful for the support their

children receive. They are informed about the developmental areas the childminder is focusing on with their children, giving them opportunities to continue this learning at home.

- The childminder promotes children's good behaviour, overall. She encourages all children to join in when playing together. They share the equipment as they make pretend meals in the sand. The childminder gets down to the children's level to talk to them about taking turns to use the bathroom. However, the childminder does not always make these expectations clear. This means that children do not always do as the childminder intends. For example, some children continue to play when the childminder expects them to tidy up.
- The childminder's care practices are good. She provides healthy, nutritious foods and drinks throughout the day. The childminder encourages children to develop their self-care skills from an early age. For example, older children know to wash their hands after playing outside and before eating, which they do independently. Younger children learn to feed themselves using a spoon and fork.
- The childminder has a positive attitude towards continuous professional development and has attended several training courses since the last inspection. For example, the childminder has enhanced her knowledge of promoting children's mathematical skills and commented that she recognises that mathematics is everywhere. This training has had a positive impact on how she implements the mathematical programme. The childminder now provides many opportunities to promote children's early mathematical skills. For example, she encourages children to sing number songs and rhymes, count while they play, and recognise numbers and shapes.

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:

- provide children more time to work out how to solve problems for themselves
- provide consistently clear messages regarding expectations so that all children understand and follow what is expected of them.

Setting details

Unique reference number	EY383421
Local authority	Derbyshire
Inspection number	10354816
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 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	7 November 2018

Information about this early years setting

The childminder registered in 2008 and lives in Hilton, Derbyshire. She operates all year round, from 7.30am to 5.45pm, Monday to Thursday, except for Christmas and bank and family holidays. The childminder holds an 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 has 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 her evaluation of the childminder.
- The inspector completed a learning walk with the childminder to discuss the curriculum and how it is delivered.
- The childminder carried out a joint observation with the inspector to assess her view of children's learning.
- The inspector observed the childminder and the children to gain a view of how well children learn while they are with the childminder.
- Parents shared written comments for the inspector to look at so she could take their views into account.
- The inspector checked the suitability of the childminder and her family. She looked at relevant documentation.

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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