

Childminder report

Inspection date:

13 December 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children share a close bond with the childminder. They respond happily to questions and seek her out to share their ideas and ask questions. Older children involve the childminder in their play, preparing her cups of tea in the role-play area and presenting them to her proudly. Babies enjoy cuddles with the childminder and happily watch as children play around them.

Children generally behave well. Toddlers show kindness and care for the babies in the setting. For example, they notice how babies are feeling and gently stroke their heads, smiling at them. Children play happily together, sharing toys and talking about trips to the park. However, at times, older children dominate learning activities and the childminder's attention. This impacts on the learning opportunities for the youngest children in the setting.

Children's speech and language is well supported. Older children chatter confidently about trips to the park and what they would like to do during their time at the setting. Younger children are gently encouraged to share their ideas, and the childminder talks to them constantly throughout play, modelling language and extending their ideas with ease.

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

- The childminder demonstrates a good understanding of what children can already do and of their next steps in learning. However, she does not yet have a clear understanding of how to support these next steps. For example, the childminder states that older children are working on their writing skills, but she does not provide consistent opportunities or the necessary equipment for them to do this in the setting. As a result, children do not make the progress they are capable of.
- The childminder provides fun and engaging activities for older children. They enjoy exploring a winter farm in the tuff spot and talk about the different animals they find. However, the childminder does not consistently provide engaging opportunities for the youngest children. For example, while older children play with play dough at the table, babies sit on the floor or on the childminder's knee watching, with no opportunity to take part in the sensory experience. Furthermore, while older children enjoy playing in the role-play kitchen, younger children remain seated at the table and are not encouraged to explore the environment freely.
- The childminder understands the importance of spending time with quieter children, to extend their ideas and encourage them to communicate. She seeks out time in the routine to sit and chat with them about activities and their play. However, at times, the childminder allows older children to dominate

conversations and activities, talking over the top of younger children. This has an impact on younger and less-confident children, as they are unable to lead their own learning and share their preferences.

- Parent partnership is a strength of this setting. The childminder builds good relationships with parents and includes them regularly in their children's learning. She seeks parents' views on their children's development and shares information about topics such as weaning and toilet training. Parents speak positively about the service the childminder provides. They praise the childminder's 'calm and caring' nature and are confident in the quality of care their children receive. Many parents are so happy with the service that they continue to send their child to the childminder for before- and after-school care or school holiday care.
- The childminder understands the importance of working closely with professionals and other early years settings in the area. She shares relevant information about the children in her care and accesses external support from healthcare professionals to ensure that she can meet the medical needs of the children in her care. Where children attend an additional setting, such as a nursery or pre-school, the childminder works closely with staff, sharing reports about children's progress and next steps in learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder can confidently recognise the signs and symptoms of the different types of abuse. She is clear on her role in reporting any concerns that she may have about children and does not hesitate to seek advice from external agencies when required. She undertakes regular training to keep her knowledge of wider safeguarding issues up to date. The childminder understands her role in supporting children with medical needs. She has completed a paediatric first-aid course and has clear plans in place to support children who may require urgent medical treatment while in the setting. The childminder carries out risk assessments of the setting and puts appropriate measures in place to ensure the children in her care are safe from potential harm.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
provide a curriculum and teaching to meet the needs of younger children in the setting.	03/02/2023

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

- ensure children have access to a wide range of resources that support their learning and allow them to develop their interests
- monitor and address the behaviour of older children in the setting to ensure it does not have a negative impact on younger children.

Setting details

Unique reference number	EY386644
Local authority	Derby
Inspection number	10235270
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 10
Total number of places	12
Number of children on roll	18
Date of previous inspection	20 December 2016

Information about this early years setting

The childminder registered in 2009 and lives in Mickleover, Derby. The childminder works alone and provides care from 8am to 6pm, Monday to Friday, all year round.

Information about this inspection

Inspector

Emma Gardner

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector read statements from parents and took their views into account.

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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