

Childminder report

Inspection date:

27 November 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children have close relationships with the childminder. They go to her for reassurance, when needed, and love involving her in their play. The childminder provides a wide range of interesting resources for children, suitable for their age and stage of development, that capture their imagination. Children hugely enjoy their play.

Children start to learn about the world around them. They love to sit with the childminder and look at a book with pictures of farmyard animals. They press the buttons to make the noises of the animals. They copy the noises, saying 'moo' like the cow and excitedly turn the pages and point at the pictures. The childminder uses their interests to extend their learning. They build pens for the farmyard animals, persevering when they find it tricky, and move on to talk about other animals that live on a farm. They talk about the cockerel crowing, saying that it would wake up everyone at the farm in the morning.

Children start to learn to manage risks. The childminder talks to them about taking care not to accidentally hurt each other when they are playing. Children listen carefully to her and respond to her reminders.

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

- Children develop their growing language skills, as the childminder introduces them to a wide range of vocabulary. When they play with farm animals, she talks to them about the 'furry, fluffy, foal' and explains what a foal is. She gives clear examples of how words should sound, and children try to copy these in response. She initiates lots of conversation and discussion while children play, to promote their understanding of a range of language. Children enjoy learning to sing along to familiar songs and rhymes.
- The childminder knows children very well. She has a clear understanding of what they know and can do, allowing her to build on this to support their next steps successfully. She uses children's interests to engage them. Children enjoy playing with the toy food. The childminder talks about the colours and textures of these and encourages children to 'chop' and 'stir'. In spontaneous play situations, very occasionally, the childminder does not notice when children seek her attention to support them in their play.
- The childminder's involvement in children's play is well thought through. As a result, she supports children's learning effectively. She asks lots of questions to make children think and allows appropriate time for them to do so and then respond without her stepping in too soon. The childminder consistently extends children's knowledge and understanding of the world in conversation with them.
- The childminder encourages children's growing independence. They have their

own drinks, which they can access themselves, and the childminder supports them to do so. She encourages them to solve their own problems, such as finding a particular toy, before she offers to help.

- The childminder operates a well-organised setting. She has all the required documentation and appropriate procedures in place. The childminder assesses her own practice and takes action to make any changes or improvements she thinks are needed. For example, she felt she was not giving children enough time to think for themselves and now allows time for them to do so.
- The childminder knows what she wants children to have learned and to be able to do before they move on to school or nursery. She talks about the need for children to start to become independent and to build confidence, as well as for them to be able to concentrate on a task. She provides learning opportunities to support children to develop these skills.
- Children's behaviour is excellent. They learn how to share and take turns, as the childminder gives them gentle reminders and guidance. They play cooperatively together. Children are encouraged to be thoughtful towards their friends. They take them their drinks when they get their own, and they pass a favourite toy between them.
- The childminder completes an accurate and comprehensive progress assessment for children between the ages of two- and three-years-old. She shares this with parents and with the child's health visitor.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of the signs and symptoms of abuse. She knows the correct ways to seek help and support for a child if needed. She has appropriate procedures in place to ensure that children who attend are safe online. She helps them to start to learn to keep themselves safe by talking to them about the risks they may come across when they use online games. The childminder has robust risk assessments in place that ensure children are kept safe in the home and when on outings.

What does the setting need to do to improve?

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

- enhance existing practice to ensure that all children's needs are consistently met in play activities.

Setting details

Unique reference number	EY386644
Local authority	Derby
Inspection number	10270493
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	12
Number of children on roll	11
Date of previous inspection	13 December 2022

Information about this early years setting

The childminder registered in 2009 and lives in Mickleover, Derby. The childminder provides care from 8am to 6pm, Monday to Friday, all year round. The childminder has a level 3 qualification and can offer places to children in receipt of government early years funding.

Information about this inspection

Inspector

Ruth Howard

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.

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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