

Childminder report

Inspection date: 31 July 2023

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 at ease in the childminder's home and form trusting bonds with the childminder, who is very attentive. Children's needs are quickly met and they show that they are emotionally secure in his home. Older children relish helping the childminder complete household chores, such as putting away the shopping. Children help to empty the bags, carefully stacking up the items on the side before putting them in cupboards. This helps them learn how to take care of their environment. Conversations flow between the children and the childminder as they talk about what foods make their bodies healthy. This contributes to children developing an understanding of how to adopt a healthy lifestyle.

Children learn to behave well. They know the routine and what the childminder expects of them. For example, on a walk to the park the children know they can be '10 steps away' from the childminder. Young children are supported by the childminder to develop their concentration skills, which helps them to learn and persist. Children develop their physical skills, inside and outside. Babies are able to crawl and pull themselves up on furniture. The childminder carefully positions furniture to help babies take their first steps. Older children manage risks as they climb trees and carefully test out the branches declaring, 'This one is too weak for me'. All children make good progress with this nurturing childminder.

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

- The childminder has a clear intent for the curriculum he offers. He focuses on supporting children's language, social and physical development. The childminder builds on children's skills and knowledge. For example, children have lots of opportunities to develop their small-muscle skills. Young children use inset jigsaws, and are encouraged to concentrate as they try to fit the pieces on the board. This helps children to develop the skills they need for when they move on to the next stage of their education.
- The childminder focuses on supporting children's independence as part of school readiness. He skilfully allows children to attempt things for themselves, and he supports them when needed. The childminder gives children time to practise skills, such as putting on socks and shoes, so they are not rushed. Children wash and dry their hands independently. They understand they need to wash their hands, and say this is because, 'they are dirty'.
- The childminder knows children well and understands their needs. He closely monitors their development and completes relevant progress checks. However, he does not routinely share this information with parents to enable them to provide further support for their children's learning at home.
- Parents praise the childminder in their comments. They share how their children are happy and content when they are with the childminder. Parents comment

that the food their children have is freshly prepared, nutritious and of high quality. Children comment to the inspector that they like the childminder because 'he is such a nice person and he is not too strict'.

- The childminder engages well with the children, helping them to form positive relationships with him. He responds to babies' babbles as they play peekaboo from under a blanket. He answers the many curious questions from the older children, such as 'How high are the satellites in the sky?' The childminder and children use resource books to find out answers together. This helps the children to know more and remember what has been learned.
- The childminder plans activities that he knows children will enjoy. This helps to extend their learning and focus on what they need to learn next. For example, older children are excited to complete a fossil hunt. The childminder tells them that there are 10 fossils to find. Throughout the game, children compare how many have been found and how many there are left to find. Children are learning to count and explore the composition of numbers.
- The childminder is clear that his strengths are supporting children's physical skills and understanding of the world around them through, for example, providing a wealth of opportunities to explore the natural world. The local open spaces and outings that the childminder offers, encourages children to understand their community, learn to respect one another and value where they live. However, the childminder does not always recognise that these experiences offer opportunities for children to develop their listening and attention skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder carries out daily checks in the environment to ensure that it is safe for children. The children learn how to keep themselves safe. For example, on a walk to the park the childminder asks children to wait at the road. They look and listen to check if it is safe before crossing. The childminder understands his responsibility to safeguard children. He knows how to identify the signs of abuse and where to report any concerns about children's safety and welfare. He has a good understanding of wider safeguarding aspects, such as county lines, domestic abuse and radicalisation. The childminder understands and implements safe sleep arrangements for babies and young children.

What does the setting need to do to improve?

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

- share information consistently with parents in relation to children's development and how they can further support learning at home
- extend knowledge of the different opportunities available to support children's listening and attention skills outside.

Setting details

Unique reference number	EY390498
Local authority	Derbyshire
Inspection number	10289040
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	6
Number of children on roll	12
Date of previous inspection	9 November 2017

Information about this early years setting

The childminder registered in 2009 and lives in the Walton area of Chesterfield, Derbyshire. The childminder operates all year round, from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. He holds an early years qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tracy Hopkins

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 observed the quality of education during activities and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The inspector took account of the views of parents from written feedback provided.
- All areas of the home used for childminding were viewed by the inspector.
- Documentation, such as daily registers and first-aid certificates, were viewed as part of the inspection.

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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