

Childminder report

Inspection date: 8 August 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

Children with special educational needs and/or disabilities (SEND) are supported well by the childminder. Targeted plans are implemented to help them progress in their development. The childminder liaises with other professionals to identify how to support children with SEND to have a smooth transition on to school. Older children have opportunities to develop their hand-eye coordination. Outdoors, they throw balls into nets, and when they achieve this, the childminder celebrates their achievements, putting her arms in the air and praising them for learning something new. Children smile at her, acknowledging the praise they receive. This contributes to developing children's self-esteem and confidence.

Children are supported to develop their vocabulary, such as to use descriptive words in their play. For instance, when older children play with dough, they hold discussions with the childminder about the dough being 'sticky', 'warm' and 'slurpy'. The childminder works with parents of younger children to remove barriers to their communication, such as to use dummies only when children sleep. This contributes to providing younger children with more opportunities to communicate during the day. Older children take an interest in writing the letters in their name. The childminder writes this first and children copy, saying, 'Look, I did it.' Children show pride in their achievements.

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

- When children first start attending, the childminder finds out information from parents about children's abilities. She uses this, along with her observations and assessments of children's learning, to help identify how to support their development. This includes helping children to learn about similarities and differences. For example, she talks to children about all people having their own views and needing to respect these.
- The childminder identified that after the COVID-19 pandemic, some children needed additional support with their speaking skills. So, she liaises with the local authority to help identify how to close these gaps in learning. For example, when children say words incorrectly, she repeats them, helping children to hear the correct pronunciation.
- The childminder offers children a range of nutritious foods to promote a healthy diet. She encourages children to try different foods. For example, when children say that they do not like tomatoes, the childminder explains to children that their taste buds change over time and they may like it now and to try it. This contributes to expanding children's diet.
- When children move on to school, the childminder shares with teachers a report showing children's progress. However, when children also attend another early years setting, she does not share or gather ongoing information with staff about

children's development and achievements. This will help to provide more consistency for supporting children's learning.

- The childminder shares information with parents about activities children engage in and their achievements, helping to keep them informed about their children's day. She works in partnership with them to support consistency when children need additional support to manage their behaviour.
- Parents say that the childminder and her co-childminder are always helpful, honest and offer advice where possible to support their children at home. They appreciate the home environment the childminder offers children, which is inviting, well organised and makes children feel comfortable and settled.
- The childminder researches information about how she can promote children's safety. However, she does not consider how to use professional development to help develop her knowledge of how to support certain aspects of children's learning. This includes helping older children to develop their knowledge of shapes. For example, the childminder asks children to name shapes they already know, instead of building on their knowledge further.
- The childminder supports children to show positive behaviour, such as taking turns in conversations. For example, when children start to talk over others, the childminder asks them to wait for their turn to talk.
- Children are supported to learn skills for the future, such as how they can keep themselves safe. For example, the childminder talks to older children about how to be safe when they use the internet at home. She talks to them about road safety and stranger danger when she walks with them in the street.

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:

- share and gather information about children's development and achievements with other early years settings they also attend
- strengthen professional development to help build on knowledge of how to extend older children's knowledge of shapes.

Setting details

Unique reference number	EY392501
Local authority	Derbyshire
Inspection number	10354885
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 7
Total number of places	6
Number of children on roll	11
Date of previous inspection	9 November 2018

Information about this early years setting

The childminder registered in 2009 and lives in Shirebrook, Mansfield, Nottinghamshire. She operates all year round from 7.30am until 6.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate level 5 qualification. She works with a co-childminder.

Information about this inspection

Inspector
Hayley Ruane

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 childminder.
- The childminder and inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder and her co-childminder. She reviewed a sample of documentation.
- Written feedback from parents was reviewed by the inspector, who took account of their views.

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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