

Childminder report

Inspection date:

12 September 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children show that they feel safe and secure in the childminder's home. They follow the same routines they have at home, such as to sleep after lunch. Children are supported well during these times because the childminder knows how and what children need to be able to sleep. Children show positive relationships with the childminder and their peers. They hold out their arms in anticipation of a cuddle from the childminder. Younger children rest their head on their friend's shoulder, showing kindness towards them. Children begin to learn to share. They pass toy animals to visitors and cups of water to the childminder.

The childminder supports children to learn new skills. For example, she shows and explains to younger children how to operate a water machine in the garden. This helps them to begin to access drinking water independently. Children show pride in their achievements. They ask the childminder to watch them when they show their physical skills and confidently climb steps and go down a slide. Children learn good hand and eye coordination when they balance a ball on a scoop and carry it across the grass. They develop an understanding of weight and quantity when they use jugs and cups to pour water from one container to another. Children hear words, such as wet and dripping, to support their understanding of what they are seeing.

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

- The childminder works in partnership with staff at other early years settings that children also attend. She encourages children to follow the same techniques that are used in other early years settings. For example, children are encouraged to learn how to put on their coats by themselves. This involves children laying the coat on the floor, putting their arms in and flipping it over their heads. This helps to support consistency in children's learning.
- The childminder is aware that due to the COVID-19 pandemic, some children had fewer opportunities to mix with other children. To help support children's confidence in social situations and to mix with others, she takes them to toddler groups. Children have opportunities to play and share toys with children of a similar age.
- The childminder shares information about children's development with parents. She sends them photos of activities that children enjoy. The childminder encourages parents to continue to support children's learning at home. For example, she supports them to encourage younger children to go onto their knees and to go backwards when they go down steps. This is to promote their safety.
- The childminder promotes children's communication and language skills well. She models language and repeats words that children say. This helps them to hear the correct pronunciation of words.

- The childminder gives children verbal praise for their achievements, such as 'well done!'. She models using good manners. This helps children to understand what is expected of them.
- Children have plenty of opportunities to engage in physical play, indoors and outdoors. The childminder offers children a healthy range of snacks and drinks. However, she does not fully support children to understand the benefits of the importance of oral hygiene.
- During personal care routines, such as when the childminder changes children's nappies, she makes this a positive experience for them. The childminder sings songs and talks to children. She ensures that children follow good hygiene routines afterwards. For example, children wash their hands.
- The childminder helps to prepare children for future success. She provides opportunities for them to carry out tasks by themselves. For example, children get their own plate at snack time.
- The childminder observes children and identifies what they need to learn next. She knows what she wants children to learn when she plans activities. However, occasionally, she does not implement all learning intentions to help build on children's understanding. For example, when the childminder intends to help children learn how to count objects in the correct order, she does not support children to do this.
- After holding discussions with a local authority representative, the childminder reviewed the environment to support children to develop a love of books. For example, she displays books attractively so children can see the picture on the front cover. This enables them to follow their interests and make choices about books they want to look at.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to identify if children are at potential risk of harm or abuse. She knows where to report concerns about children's safety or if an allegation of abuse is made against herself or her family. This helps to promote children's safety. The childminder maintains a safe and secure home. She uses safety gates in her home to stop children from accessing certain rooms or her family dog on their own. This helps to keep children safe. The childminder carries out fire evacuation drills with children in her home. This contributes to their understanding of the procedure to follow to keep themselves safe in the event of a fire.

What does the setting need to do to improve?

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

- extend opportunities for children to improve their knowledge of oral hygiene

- strengthen the delivery of some adult-planned activities to include all identified learning intentions for children.

Setting details

Unique reference number	EY393855
Local authority	Derbyshire
Inspection number	10131212
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 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	8 October 2015

Information about this early years setting

The childminder registered in 2009 and lives in Chesterfield, Derbyshire. She operates all year round from 8am until 5pm from Monday to Wednesday and from 8am until 4pm on Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Hayley Ruane

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 that into account in their evaluation of the setting.
- 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. 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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