

Childminder report

Inspection date:

24 October 2024 - 22 November 2024

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

The childminder provides a friendly and relaxed environment for children. Children have developed a strong bond with the childminder and are happy and confident in her home. If they need extra reassurance, children readily seek out the childminder for cuddles. Children behave well. The childminder is a positive role model for behaviour and she has high expectations of all children. For example, she consistently reminds children to use good manners, to tidy up their toys and play nicely together.

The childminder's curriculum focuses on children's learning and outdoor play opportunities. She encourages the children to develop good coordination skills. For instance, children show high levels of engagement as they fill up containers with water. The childminder provides different sizes of containers. This helps to support the differing abilities of children. Children thoroughly enjoy this play. They know how to wind up a toy whale and excitedly watch it move around the water tray.

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

- The childminder helps children to gain skills for their future learning. She provides planned activities that promote learning. For example, children develop their small hand muscles and strengthen their fingers by manipulating small items. They squeeze the colourful cooked spaghetti and use tweezers to pick it up and move it around. This helps with future tasks such as using zips and holding a pencil.
- The childminder provides opportunities for children to develop physical skills. She takes the children to local parks so they can use a variety of different equipment and learn to take safe risks. The childminder further supports children to learn new physical skills. For example, young children learn to climb steps. They use the slide in the garden and show delight as they reach the top of the slide. This helps children to develop their large-muscle skills.
- The childminder speaks to children throughout the day. She provides a running commentary to help younger children know what they are doing. The childminder introduces new words to widen older children's vocabulary. For example, they use 'sticky' and 'slimy' to describe the coloured spaghetti.
- The childminder encourages children's independence. She gives the children plenty of opportunities to make their own choices and explore their ideas. Older children wash their hands at appropriate times, put on their aprons and pour their own drinks.
- The childminder is proactive in supporting children's social skills. She encourages children to play together and to take turns while playing with the trucks and cranes. Children display kindness and consideration towards each other as they wait to have a go with the toys. Furthermore, the childminder helps children to

access local groups in the community, where they meet up with other children and make new friends.

- Partnerships with parents are strong. The childminder regularly talks to parents about what the children have been doing at pick-up times. She informs them about their child's progress and routines. Parents appreciate the support they receive. They say they are happy with the service and the activities their children do. They also state they enjoy receiving examples of their children's artwork.
- Since the last inspection, the childminder has completed mandatory training, such as first aid and safeguarding, to ensure her knowledge of these important aspects of her work remains up to date.
- The childminder employs assistants and has not established a system for monitoring practice effectively and so does not recognise areas for improvement in their practice. There are occasions, for example, when children's communication and language are not as strongly and consistently promoted by all adults in the setting.

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:

- improve the monitoring, coaching and mentoring of all adults who work in the setting so children consistently receive the same quality support for communication and language.

Setting details

Unique reference number	EY395714
Local authority	Derbyshire
Inspection number	10354784
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 11
Total number of places	12
Number of children on roll	26
Date of previous inspection	6 November 2018

Information about this early years setting

The childminder registered in 2009 and lives in Long Eaton, Nottingham. She operates all year round from 7.30am until 5.30pm, Monday to Friday, except for the week between Christmas and New Year, bank holidays and family holidays. The childminder employs three assistants and works with one each day. One of the assistants 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

Inspectors

Jan Hughes
Sheena Gibson

Inspection activities

- The inspection started on 24 October 2024. An inspector returned on 22 November 2024 to gather additional evidence in line with Ofsted inspections and visits: Deferring, pausing and gathering additional evidence policy.
- The inspector observed the interactions between the childminder, the assistant and children to see the impact that these have on children's learning.
- The childminder and the inspector evaluated the effectiveness of an activity delivered by the assistant together.
- Parents provided written statements about the childminder's service. The inspector took account of their views.
- The inspector spoke to the children and the assistant at various times throughout the inspection.
- The childminder showed the inspector relevant documentation.
- The inspector looked at the suitability of the childminder and all adults living on the premises, plus the assistants.
- The childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.

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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