

Childminder report

Inspection date: 13 January 2022

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 settle and are comfortable in their surroundings. They move around the playroom at ease, choosing what they want to play with. Children are happy and excitable as they play with the musical instruments and dance to popular rhymes and songs. They jump up and down safely and relish shaking the bells and banging the drums. They snuggle close to the childminder to listen to stories. They concentrate and turn the pages with anticipation and giggle about the balloon flying up to the sky.

Children have a positive attitude to their learning and are eager to take part in activities. Two-year-old children draw circles and straight lines. They use pens with control and peel the backs of animal stickers off using their small-muscle skills. They roar like tigers and lions and decide if the animals live in the zoo or on a farm. Twelve-month-old children play with the fire engine, they work out how to move the ladder up and down and around. They make noises to represent the sound the fire engine makes and show great delight as the childminder extends this play and shows them how to switch on the blue light. They watch, copy her actions and press the button, laughing as the light comes on.

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

- The childminder reflects on her practice and demonstrates a good capacity to improve. For example, since her last inspection, she now follows children's interests and takes their lead in their play. The childminder understands how children learn through play. She provides opportunities to help children achieve their next steps in their learning. For example, children enjoy using chalks and making large marks on the patio. This helps to strengthen their wrists and aids their future learning.
- The childminder uses sign language to support all children's communication skills, including those with special educational needs and/or disabilities. Children sit with the childminder and look at pictures of different types of food and talk about the food they like to eat. Children learn to make the sign for 'eating'. The childminder repeats the sign every time the children say 'eat' and after watching her the children attempt to sign for themselves. The childminder praises the children's for their efforts and they smile back at the childminder.
- The childminder finds out about the experiences children have at home. She creates opportunities to broaden their knowledge. For example, most children she minds travel in their parent's cars. To widen their experiences of transport, she takes children on buses to different places, such as the cinema. She also takes them on walks in the community and to local parks.
- The childminder encourages positive behaviour. Children take turns and learn to wait patiently for their go. This is evident as children play with the building

bricks and take turns to put the bricks on top. They scream with delight as the towers fall down and wait their turn to build the tower up again.

- The childminder provides hygienic routines for children to follow. Children are given healthy food to eat and water to drink. She supports children to develop their growing independence skills. For example, she encourages them to put on their own shoes and coats. Two-year-old children know to wash their hands before they eat. They peel their own bananas and pour out their own drinks.
- Parents speak highly of the childminder. They report that their children are happy in the childminder's care and enjoy the activities the childminder plans, particularly in developing their confidence and social skills. However, the childminder does not always share enough detailed information about children's learning with parents to enable them to continue to support their child's learning at home.
- The childminder observes her assistant's practice and identifies some areas to aid development. However, she has failed to identify that her assistant needs further guidance in how they support children's speaking skills. For example, sometimes, the assistant does not pronounce words correctly. They use doggie and piggy instead of saying dog and pig.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding issues. She knows the signs to look out for that may indicate a child is at harm. She understands the procedures to follow if she has a concern about a child's welfare or an allegation is made against herself or her assistant. The childminder completes regular training to keep her knowledge of safeguarding up to date and shares this information with her assistant. The childminder supervises children well and carries out risk assessments to identify and remove any potential hazards for children, so they can play in a safe and secure environment.

What does the setting need to do to improve?

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

- provide more detailed information regarding children's next stages of learning to parents, to enable them to continue their child's learning at home
- offer further support for assistants to develop how they model language to young children, so they are using the correct punctuation of words, to increase their vocabulary and speaking skills.

Setting details

Unique reference number	EY396828
Local authority	Derbyshire
Inspection number	10071576
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	13
Date of previous inspection	24 July 2015

Information about this early years setting

The childminder registered in 2009 and lives in Long Eaton, Nottinghamshire. She holds an early years qualification at level 3. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays, the week at Christmas and family holidays. The childminder works with an assistant daily.

Information about this inspection

Inspector

Jan Hughes

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector completed a learning walk of the childminder's provision and discussed how she organises and implements her curriculum.
- The childminder took part in a joint observation with the inspector. The inspector considered the quality of education during activities and the impact this had on children's learning.
- The children and assistant spoke with the inspector at appropriate times throughout the inspection. The inspector observed interactions and the conversations between the childminder and the children and considered the impact these have on children's learning.
- The parents sent emails about the service they receive, so the inspector could take into account their views.
- The inspector had a discussion with the childminder about her training and how she evaluates her practice.
- The childminder showed the inspector her relevant documentation and evidence of the suitability of the childminder and her assistant.

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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