

Childminder report

Inspection date: 19 June 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 happy and feel secure with the warm and caring childminder. Parents comment on how quickly their children have settled and how excited they get to visit the childminder. Children form a strong bond with the childminder and eagerly invite her to join in with their play. They snuggle up with her for stories and reassuring cuddles.

The childminder offers lots of opportunities for children to be physically active in play. For example, they catch balls, climb and learn to use a slide safely in the childminder's garden. Children have good physical skills and are increasingly independent, in readiness for the next stage in learning. They are active learners outside as they look after their own vegetable plants and remember to water them. Children behave well. They are beginning to learn about cooperating with others and taking turns with their friends. For example, when children play in the water the childminder reminds them not to splash each other.

Children access a wide range of resources that support learning in all areas of the curriculum. The environment reflects children's interests and supports them in developing their imaginative play. For example, children enjoy experiences based on their interest in dinosaurs.

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

- The childminder plans a broad curriculum to help children make progress in all areas of learning. She observes children to understand what they already know and what they need to learn next. However, the childminder has not made sure that the content of group activities engages all ages of children, to better support their learning.
- The childminder undertakes regular assessments of the children in her care. This enables her to identify when some children may need extra support in order to make continued good progress. The childminder understands the importance of working in close partnership with outside agencies should the need arise.
- The childminder holds conversations with young children to support their language and communication skills. She has interesting conversations with the children while she plays alongside them. For example, she names the foods they pretend to buy from the role-play shop. The childminder speaks clearly, so that children can hear how to pronounce words and form sentences correctly. However, the childminder sometimes speaks on behalf of the children, rather than encouraging them to use language to, for example, ask for something or respond to a question themselves.
- Children show a love of books as they choose their favourite stories. They learn how to turn the pages and enjoy listening to the childminder as she reads books

with an animated voice. There are good levels of interaction between the childminder and children. The childminder supports children to explore the different textures on each page.

- The childminder offers children plenty of praise and encouragement, so they become confident to try new experiences and persevere with difficult tasks. For example, when a child succeeds in writing their shopping list, the childminder congratulates them and reads the items they have on their list with them. Children become highly independent and enjoy doing things for themselves, such as washing their hands before lunch.
- The childminder builds strong partnerships with parents. Parents speak warmly of her and how effectively she shares information about their children's progress. They are grateful for her support and advice, so that they can continue children's learning at home.
- The childminder strives to develop her good practice even further. She seeks out training and uses the knowledge and skills she gains to benefit the children. The childminder shares her knowledge and skills with her co-minder, so that they both benefit and the children have continuity in their learning.
- Children engage in healthy routines. They learn about the importance of exercise and enjoy climbing in the childminder's garden. Children talk about healthy eating and enjoy growing their own fruit and vegetables.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding and child protection. This includes a secure understanding of the signs and symptoms to be mindful of regarding all areas of abuse. The childminder knows who to contact to seek advice and how to raise and follow up any potential concerns. The childminder keeps her knowledge up to date. For example, she completes regular safeguarding training. The childminder carries out thorough risk assessments to ensure that she helps to keep children safe. The childminder's home is clean and well maintained. She supervises children closely and teaches them how to keep themselves safe by walking when inside.

What does the setting need to do to improve?

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

- review the planning of group activities to better support the engagement levels and learning needs of all children
- support young children's language development even further and help them learn new words in context during their play.

Setting details

Unique reference number	EY402908
Local authority	Derby
Inspection number	10280192
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 2
Total number of places	6
Number of children on roll	6
Date of previous inspection	22 September 2017

Information about this early years setting

The childminder registered in 2010 and lives in Derby. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a relevant qualification at level 4. The childminder works with a co-minder.

Information about this inspection

Inspector

Lianne McElvaney

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 her evaluation of the setting.
- The inspector observed a range of play activities in the childminder's home and garden. She considered, with the childminder, the impact of teaching on children's learning and development and discussed children's progress.
- The inspector and childminder completed a learning walk around the setting. They discussed how the environment is organised and curriculum planned to support children's learning. The inspector took account of how the childminder completes risk assessments to ensure that children remain safe.
- At appropriate times during the inspection, the inspector spoke to the children and childminder. She also took account of the written views of parents. The inspector observed the quality of interactions between the childminder and the children attending.
- A sample of documentation that supports the effective management of the childcare was viewed by the inspector. This included evidence of qualifications, the suitability of the childminder and other household members, and a sample of policies.

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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