

Childminder report

Inspection date: 1 February 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 are happy and show they are comfortable in their surroundings. They form strong relationships with the childminder and respond to her requests positively. They sit close to her and listen to a story about the dentist and talk about cleaning their teeth. Children relish playing outside and are learning to stay safe. They carefully negotiate the step to the garden. All children use the equipment with great excitement. Older children race up and down the path on scooters, knowing when to stop. Younger children ride in sit-on cars and strengthen their legs as they move around, being careful not to bump into each other.

Children show high levels of engagement and are eager to take part in activities the childminder plans. Children giggle with delight as they let rice run through their fingers. They use good hand-eye coordination as they use spoons to scoop up the rice and fill bowls. To further extend the activity and give children the opportunity to develop their fine motor skills, the childminder introduces play dough to the activity. Children thoroughly enjoy using the dough. They squeeze and poke at the dough and use tools, such as rolling pins, to flatten the dough. As they mix the rice and dough together, the childminder encourages children to describe how the dough feels. They tell her that it feels 'bumpy'.

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

- The childminder reflects on her practice. She checks that she is offering children a variety of opportunities to promote their learning and prepare them for the future. For example, she supports children to make marks using crayons, showing them how to hold the crayons correctly. Younger children enjoy making dots and circles and older children concentrate on colouring in pictures of tigers. They are proud of their efforts and try to write their name.
- Partnership working with parents is strong. The childminder informs the parents about their children's learning. She talks to them at drop off and collection times and sends photos of what children are doing. Parents compliment the childminder's service and say she is 'welcoming, warm and cares for the children'.
- Children learn to understand the expectations for their behaviour. The childminder teaches them to use 'kind hands'. She is calm and gets down to children's level to explain that what they are doing is unacceptable. For example, as two children have a dispute over a toy pizza, the childminder reminds them to share and take turns, which the children do willingly. This supports children to be caring and respectful towards others.
- The childminder provides hygienic routines for children to follow and healthy foods and water to drink. She supports children to make their own decisions. Children move around the rooms, confidently choosing what they want to play

with. They feed themselves using a spoon and fork and learn to put on and take off their own shoes and coats. Children develop their independence skills in readiness for school.

- The childminder finds out about the experiences children have at home. She creates opportunities to broaden their knowledge. For example, the childminder recognises that most children travel in cars. To widen their experiences of traveling, she takes the children on bus rides into town. Also, she takes children on trips to the seaside, so they can explore the sea and the sand in real life.
- The childminder interacts with children and gets down to their level as she talks. She provides a running commentary for younger children to help their understanding of words. She speaks clearly and holds conversations with older children. However, she misses opportunities for older children to give detailed responses to questions, they often simply say 'yes' or 'no'. As a result, the childminder is not fully supporting children's speaking or thinking skills.
- The childminder knows what she wants the children to learn. She follows children's interests and provides a selection of opportunities for children to explore and investigate. However, the childminder does not always support children to extend their mathematical knowledge. For example, children do not make frequent use of mathematical words in their everyday activities or practise their counting skills as they play.

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 risk of harm. The childminder understands the procedures to follow if she has a concern about a child's welfare or an allegation is made against her. She completes regular training to keep her knowledge of safeguarding up to date. This includes her understanding about other issues that link to safeguarding children, such as the 'Prevent' duty and female genital mutilation. She supervises children well and carries out risk assessments to identify and remove any potential hazards for children.

What does the setting need to do to improve?

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

- develop the use of questions to encourage older children to extend their thinking and speaking skills further
- strengthen the implementation of the mathematical curriculum to support children to use number, count and develop their understanding of mathematical concepts.

Setting details

Unique reference number	EY404218
Local authority	Derbyshire
Inspection number	10071581
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	6
Number of children on roll	15
Date of previous inspection	22 July 2015

Information about this early years setting

The childminder registered in 2010 and lives in Long Eaton, Nottingham. She holds an early years qualification at level 3. The childminder operates all year round from 7.30am until 6pm, Monday to Thursday and 7.30am until 5pm on a Friday, except for bank holidays, the week at Christmas and family holidays. The childminder provides funded early education for three- and four-year old children.

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 spoke with the inspector and invited her into their play. 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 wrote testimonials about the childminder's service to the inspector, so she 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.

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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