

Childminder report

Inspection date: 30 March 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	Met
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What is it like to attend this early years setting?

The provision is good

Children appear happy in this childminder's home and show they are comfortable in their surroundings. They move safely around the rooms and the outside area, selecting the toys they want to play with from the wide range on offer. Children build strong attachments with the childminder and each other. They snuggle in closely together while sitting on cushions to listen to a story about paper dolls. Three- and four-year-old children concentrate well and enthusiastically recall familiar phrases. Two-year-old children delight in singing about a crocodile and all children confidently join in action songs.

Children behave well and demonstrate a wonderful attitude to their learning. They become engrossed in manipulating the play dough and maintain their interest for long periods of time. They use their small-muscle skills as they poke and squeeze the dough. The childminder introduces words such as 'splat' and 'flat' as the children use the rolling pins and cutters. Children sing a song to remember their actions and thoroughly enjoy what they are doing. The childminder extends this activity as she introduces threading cereal hoops onto spaghetti to help develop children's finger control.

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

- The childminder is reflective and provides a curriculum which follows children's interests. She considers children's future learning as she supports children's early literacy skills. Children enjoy making marks using a variety of pens and pencils. The childminder supports them by getting down to their level. She encourages two-year-old children to make circles and straight lines. She reminds children what sound their name begins with. Four-year-old children who show an interest are encouraged to begin to write their own name.
- The childminder has a strong working relationship with parents. She sends photos and comments to them, so they know what their children are learning. Parents comment that they are happy with the service the childminder provides. They state she is professional and flexible, and their children enjoy the activities she provides.
- The childminder adopts a positive approach to children's behaviour. She encourages children to share and take turns. This is evident as children involve themselves in the play kitchen. Children share the pots and pans and wait their turn to stir pretend ingredients as they use their imaginative skills to make 'dinner'. Children are polite and use good manners, as they say please and thank you during mealtimes.
- The childminder promotes children's independence and self-care skills. Three- and four-year-old children put on their own shoes and coats to go outside. They follow good hygiene routines, as they wash their hands before meals and after

using the toilet. Children enjoy lunchtime and help to prepare their own sandwiches, choosing what they wish to put on them.

- The childminder finds out about the experiences children have at home. She uses the information she gathers from parents to extend these opportunities. For example, she takes children to local attractions, such as visits to a nearby castle and woodlands. Here, children are able to extend their physical skills as they climb and balance on logs and trees.
- The childminder promotes children's speaking skills, overall. She makes good eye contact with children as she talks to them. She provides two-year-old children with a narrative of what they are doing to help them to understand new words. The childminder holds conversations with four-year-old children and gives them time to respond to her questions. Despite this, the childminder does not use all opportunities to model words. She, sometimes, refers to the toys or objects the children are using as 'it' or 'them', instead of using the name of the item. This does not help to extend two-year-old children's developing vocabulary or support them to improve their speaking skills.
- Children relish exploring and investigating the water play. Two-year-old children splash in the water and jump up and down in the puddles they make. Four-year-old children compare and count the big and small containers and enjoy filling them using a pipette. However, the childminder does not extend four-year-old children's understanding of some mathematical concepts. For example, she does not make use of opportunities that arise from children's play to encourage them to learn about capacity.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of safeguarding issues. She knows the signs to look out for that may indicate a child is at risk of harm. She understands the procedures to follow if she has a concern about a child's welfare or in the event of an allegation made against her. The childminder completes regular training to keep her knowledge of safeguarding up to date. She understands about wider safeguarding issues, such as the 'Prevent' duty. The childminder supervises children well. She carries out risk assessments to identify and remove any potential hazards. This enables children to 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:

- strengthen how language is modelled including the use of nouns, so that two-year-old children can further develop their speaking skills and increase their vocabulary
- provide four-year-old children with more support to learn about capacity during

activities to extend their understanding of mathematical concepts further.

Setting details

Unique reference number	EY408462
Local authority	Derby
Inspection number	10132512
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	28 January 2016

Information about this early years setting

The childminder registered in 2010 and lives in Alvaston, Derbyshire. The childminder operates all year round from 7.30am until 5pm, Monday to 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. She holds an early years foundation degree in childhood studies.

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 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 to the childminder 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.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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