

Childminder report

Inspection date: 21 May 2024

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

The childminder is nurturing and caring, which helps children to develop secure and caring bonds with her. Alongside her co-minder, she has created an engaging learning environment where children can safely play. Children are very happy and comfortable in the childminder's welcoming home. They show high levels of curiosity in their play and concentrate for good periods of time at activities they enjoy. They match farm animals to their young and pretend to feed the animals in the farmyard. The childminder sits at the children's level and engages with them as they play. She models new vocabulary to support young children in developing their communication and language. For example, she discusses the animals living on the farm and names the young animals such as calf and chick.

The childminder encourages children to be kind to each other. She supports them to share and take turns as they pick up small models of bees with tweezers. Children are considerate of their friends. Older children support younger children to find their own shoes and help them to put them on. Children show that they understand the childminder's expectations for behaviour. They help to tidy up resources, with minimal reminders, after they have finished playing with them. Children learn about keeping themselves safe as the childminder reminds them not to play near steps in the garden.

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

- The childminder supports children's literacy skills well. She plans regular times to share stories and chooses factual books she knows will interest the children. Young children are fascinated as they cuddle up to the childminder to look at books and turn the pages. Older children talk about different insects and learn about bees collecting nectar. Younger children name different insects and enjoy buzzing like bees.
- The childminder plans a curriculum that supports children to develop skills for future learning. She assesses children's development and has an accurate view of their abilities. The childminder uses her knowledge of children's interests to help engage them in their play and learning. However, the childminder does not fully implement her curriculum for mathematical learning. She does not fully explore opportunities that arise during children's play to further develop children's understanding of mathematics.
- Children's behaviour is consistently good. The childminder and her co-minder are excellent role models. Children are polite and learn to manage their emotions successfully. Children make good relationships with each other and learn to share and take turns. They learn to take responsibility for simple tasks such as helping to serve snacks and buttering their toast.
- Children benefit from exercise and fresh air in the childminder's garden. They

enjoy hiding sea creatures in the sand and pouring water from jugs, developing their small-muscle skills. They show curiosity as they explore the flowers and plants. The childminder talks to the children about the tomatoes and lettuces they have planted and encourages them to water the flowers they are growing. The childminder supervises children closely to ensure their safety. She holds their hands as they climb and balance on beams. The childminder provides children with healthy snacks and meals to eat. She praises them for trying different vegetables at lunchtime and talks to them about the importance of drinking water.

- The childminder has strong partnerships with parents. She works closely with parents to ensure that information is shared so that children's needs are consistently met. Parents confirm that they are grateful for the support their children receive. Parents know what areas of development the childminder is currently supporting their children with, enabling them to do the same at home.
- The childminder understands that regular training helps her to keep her knowledge current and up to date. She attends training and seeks advice from other professionals. The childminder uses the knowledge gained to support her practice. For example, she has implemented strategies to help support children's language development. The childminder and co-minder display the key vocabulary they want children to learn from different play activities so that they are both consistent.

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:

- implement the curriculum for mathematics consistently to help children develop skills to support their future learning.

Setting details

Unique reference number	EY409033
Local authority	Derbyshire
Inspection number	10335036
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	14
Date of previous inspection	1 June 2018

Information about this early years setting

The childminder registered in 2010 and lives in Ilkeston, Derbyshire. She operates Monday to Wednesday, from 7.30am until 5pm, all year round, except for Christmas, bank holidays and family holidays. The childminder works with another childminder and occasionally an assistant. She provides funded early education for two-, three- and four-year-old children.

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 childminder.
- The inspector observed a range of play activities in the childminder's home. 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 the curriculum is 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 the 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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