

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 and her co-minder provide a calm and nurturing home-from-home environment where children can safely and freely choose what they would like to play with. Children show they have strong bonds with the childminder and are confident and happy in her care. The childminder uses her knowledge of what children know and can do to plan for the next steps in their learning. She shares stories and sings rhymes with the children. Young children enjoy joining in with actions for rhymes they sing, and older children predict what is coming next in familiar stories.

The childminder focuses on personal, social and emotional development. She supports children's independence by asking them to find their shoes before they go outside to play. The childminder consistently explains her expectations of children's behaviour, which supports them to learn to be kind and caring in their play with others. Children understand the routine of the day and enjoy taking responsibility. For example, older children help to prepare snacks and spread their butter on a slice of toast. The childminder supports the children to develop an understanding of healthy lifestyles and oral hygiene. She reads stories about how to clean teeth and talks to the children about how they brush their teeth.

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

- The childminder knows the children in the setting well. She completes regular assessments of children's development and shares these with parents and her co-minder. She talks to her co-minder to enable the planning of activities to incorporate all children's interests and the next steps in learning. The childminder completes the required progress check for children aged two years. This helps her to identify gaps in children's learning and development and when they may need additional support. She is highly receptive and quickly gets to know children's needs and interests. This helps her to plan exciting learning experiences for the children.
- The childminder is enthusiastic about engaging children with learning opportunities. Children giggle as the childminder pretends to be a sleeping bunny while singing nursery rhymes. Children ask for more, naming their favourite rhymes. Children jump like rabbits, showing genuine delight in what they are doing.
- Children enjoy sensory experiences as they search for sea creatures in the sand and make cakes in the outdoor role-play kitchen. They develop their imagination as they make different cakes and talk about whose birthday the cakes are for. However, children are not consistently supported to develop their creativity when drawing and making marks. The childminder gives children pre-prepared sheets and stencils, limiting their ideas and opportunities to use their imagination.

- The childminder establishes positive relationships with parents. She keeps them fully involved and informed about their children's day and achievements. The childminder talks to parents every day and shares information daily about what their children have enjoyed learning.
- The childminder promotes healthy lifestyles to children. Meals are home-made and nutritious and offer children a variety of tastes and textures. The childminder works in partnership with parents to encourage children to try new flavours alongside familiar foods. Children enjoy regular physical activity. The childminder encourages children to keep trying as they learn to balance on beams. She regularly checks the environment to ensure that it remains safe for the children. Children learn to keep themselves safe as the childminder reminds them about climbing safely.
- Children learn about the childminder's expected behaviour and understand appropriate boundaries. The childminder role models excellent behaviour. She has good insight into things that could impact children's emotional well-being. This insight helps her to create a very calm and friendly atmosphere, which enables children to thrive in their learning.
- 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 have displayed 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:

- strengthen creative activities to allow children to develop their imaginations and explore a range of media and materials.

Setting details

Unique reference number	EY409037
Local authority	Derbyshire
Inspection number	10335037
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	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 Tuesday to Friday, from 7.30am until 5.30pm, 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 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 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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