

Childminder report

Inspection date: 19 July 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 at this childminder's home. The childminder has built positive relationships with the children. Young children sit on her lap and go to her for cuddles of reassurance, helping their emotional security. Children have formed friendships with each other. The childminder encourages children to work together and share resources. This is evident as they all share the play dough tools and wait their turn to use the scissors.

Children are keen to learn and show high levels of engagement as they play and follow their own ideas. They giggle with delight as they swirl tubes around and listen to the sound. The childminder extends this learning well. She explains to the children about how the tube makes the sound and encourages them to make their own wind. Children blow with enthusiasm at the windmills they make and become very excitable as the coloured windmills spin around.

The childminder helps children to develop good physical dexterity and spatial awareness. Older children run around the garden safely. They balance along beams and confidently scramble up climbing frames. The childminder supports younger children effectively to develop their physical skills. She uses reassuring words and holds the children's hands to help them balance and climb.

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

- The childminder provides a rich curriculum that considers children's interests and curiosity. She encourages children to choose what they want to play with and plans activities for them. This is evident as the children explore the play dough and the materials the childminder provides. Younger children squeeze the dough in their hands and flatten it with rolling pins. Older children make creations, such as houses and hedgehogs. They use pipe cleaners, sticks and dried leaves to add to their creations. This helps to develop their imagination and creative skills well.
- Children thoroughly enjoy using tweezers and picking up plastic objects. The childminder talks to the older children about the size and shape of the objects. This helps children to understand shape and measurement. However, the childminder does not encourage the children to count or use numbers during their play.
- Partnerships with parents are strong. The childminder gets detailed information from parents about children when they first attend. The settling-in sessions are flexible to meet the needs of parents and their children. The childminder sends parents daily updates and photos to show their children's achievements. The parents comment that they are happy with the service the childminder provides and that she is 'caring and kind'.

- The childminder takes the children on many bus journeys. One of the places they go is to the local museum. Here, the children enjoy looking at the birds and animals. They choose what they want to have for lunch and pay the lady. These rich experiences help to extend children's understanding of the world around them.
- In the main, children follow the childminder's expectations for behaviour. They concentrate and listen to her instructions, such as when they fix toy train tracks together. However, the childminder does not always make her expectations for behaviour clear. This means that children do not always do as the childminder intends. For instance, some children continue to play when the childminder expects them to tidy up.
- Children eat healthy foods and drink water. The childminder supports them to develop their growing independence skills. For example, she encourages children to choose their own fruit for lunch. The childminder helps the children to cut their fruit safely using a knife. Children know to wash their hands before eating and do this independently. These skills help children's future learning and eventual move to school.
- The childminder attends training and conducts her own research to enhance her practice. This helps her to reflect on her provision, recognise key strengths and identify ways to continually improve practice. For example, she has researched helping children develop their curiosity. This has led to her obtaining many resources, such as natural items, so children can investigate the items and use them in different ways.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to keep children safe and protected from harm. She completes regular safeguarding training and makes sure that her knowledge is kept up to date. The childminder knows the procedures to follow if she has a concern about a child's welfare or if an allegation is made against herself or household member. The childminder understands concerns, such as female genital mutilation and county lines. She carries out risk assessments to identify and remove any hazards to ensure that the premises are safe and secure for the children to play.

What does the setting need to do to improve?

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

- strengthen how mathematics is implemented throughout the day and encourage children to count and use numbers during their play
- give consistently clear messages regarding expectations of children's behaviour, so that all children fully understand and follow what is expected of them.

Setting details

Unique reference number	EY412756
Local authority	Derby
Inspection number	10295431
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 15
Total number of places	6
Number of children on roll	12
Date of previous inspection	7 December 2017

Information about this early years setting

The childminder registered in 2010 and lives in Oakwood, Derbyshire. She holds an early years qualification at level 3. The childminder operates all year round from 5am to 6pm, Monday to Friday, except for bank holidays, the week at Christmas and family holidays.

Information about this inspection

Inspector

Jan Hughes

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 their evaluation of the childminder.
- 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 has 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 wrote statements for 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 relevant documentation and evidence of the suitability of the childminder and household members.

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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