

Childminder report

Inspection date: 13 April 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 make choices about what they want to play with as they move around the room and outside safely. They negotiate the steps to go outside and demonstrate good physical skills and spatial awareness as they run around the garden. Older children climb up the slide, then glide down and shout 'hooray'. Children relish playing in the mud kitchen. They use real vegetables and identify carrots, potatoes and broccoli as they stir these together using their small-muscle skills to make dinner.

Children behave well and have an eagerness to learn and take part in activities the childminder provides. Children laugh and giggle as they take part in singing time. The older children know the words and actions to popular rhymes, and babies join in by clapping their hands, making noises and shaking their heads. Children sit, concentrate and listen attentively as the childminder reads a story about a bear. The older children know the phrases and remember the rhyme and repeat this with excitement to the story. They say, 'We're going on a bear hunt, we're going to catch a big one, we're not scared.' The childminder extends children's learning. She talks to the children about what scares them, and older children say 'the dark' and 'spiders'.

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

- The childminder provides opportunities for children to explore and build on what they already know to help their future learning. For example, children thoroughly enjoy investigating the paint. Babies smear the paint, using their fingers, whereas older children show good control of the paintbrush as they make marks by twirling the paint around and making circles and lines. This helps to strengthen children's fingers and develop their small-muscle skills in preparation for holding tools such as a pencil.
- The childminder promotes children's language skills. She makes eye contact with babies and gets down to their level to talk to them. She uses picture cards to help children with special educational needs and/or disabilities to communicate which song they would like to sing. The childminder introduces and explains new words, such as 'squelch', to children to help to extend their vocabulary and understanding of words.
- Partnerships with parents are effective. The childminder gathers information from parents as children start, to help her to develop an understanding of children's care needs and routines. She talks to parents and sends photos to them so that they can continue their children's learning at home.
- The childminder has clear intentions for how she can enhance children's experiences from home to help broaden their learning. For example, she encourages children who do not have gardens to dig and plant seeds. She

supports the children to care for the plants so that they learn that plants need water and sunlight to grow.

- The childminder helps children to develop their self-care skills. Older children know to wash their hands after playing outside, using the toilet and before lunch. They put on and take off their own coat and shoes. Babies are learning to feed themselves using spoons, and older children learn to open their own lunch boxes in preparation for starting school.
- The childminder encourages positive behaviour. Children take turns and learn to wait patiently for their go. This is evident as children play with the marble run. They work out how to fix the parts together and wait for their turn to roll the marble through the tunnels. They scream with delight when the marble reaches the other end and shout, 'It's your turn.'
- The childminder encourages older children to compare the sizes of the farm animals and to recognise shapes in the environment as part of their mathematical curriculum. However, she does not always support older children to extend their mathematical knowledge. For example, children do not practise their counting skills or use number as they play.
- The childminder talks to her assistants about the children's care and learning to help her to improve her practice. They have recently attended a course on children's learning and the curriculum. This has led to the childminder changing how she plans for children's learning. She now plans fewer activities and lets the children choose from the opportunities on offer and follow their interests more.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a thorough knowledge of the signs and symptoms that may indicate a child is at risk of harm, including those of radicalisation and female genital mutilation. The childminder knows the procedures to follow and the people to contact should she have concerns about a child's safety or welfare. The childminder and her assistant complete appropriate training to keep their knowledge and skills up to date. The childminder understands how to report any allegations against her, her assistant or a family member. The childminder carries out risk assessments of the home to identify and remove any hazards and supervises the children well to ensure that they are safe.

What does the setting need to do to improve?

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

- strengthen the implementation of the mathematical curriculum and support older children to count and use numbers during their play to increase their mathematical skills.

Setting details

Unique reference number	EY414019
Local authority	Derby
Inspection number	10219746
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	2 to 8
Total number of places	18
Number of children on roll	12
Date of previous inspection	2 August 2016

Information about this early years setting

The childminder registered in 2010 and lives in Alvaston, Derby. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, and from 9am to 3pm on Friday, except for bank holidays, family holidays and a week at Christmas. The childminder works with two assistants. They all hold early years qualifications at level 2 or 3. 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 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 setting.
- The inspector had 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 of the assistant with the children. She observed the conversations between the childminder, the children and the assistant and considered the impact these have on children's learning.
- The parents sent the childminder emails about her service so that the inspector could take account of their views.
- The inspector had a discussion with the childminder about her training and how she evaluates her practice.
- The inspector viewed relevant documentation, including evidence of the suitability of the childminder and her assistants.

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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