

Childminder report

Inspection date: 15 January 2020

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 demonstrate a good awareness of how to keep themselves safe. They confidently tell the childminder that only adults unlock the gate from the garden. Children are happy, they play outside and enjoy using a wealth of resources in the exciting environment to explore nature. They examine woodlice using magnifying glasses and discuss and name the features they can see.

Young children play well together and there is a strong emphasis on being polite and using good manners within the childminder's home. Children have many opportunities to develop their independence. For example, they find their own coat peg and hang up their own coat when they arrive.

Children are provided with challenging experiences, as the childminder has high expectations for them to do well in her care. Interesting activities introduce children to new ways to practise their skills. Children learn names for foods they are unfamiliar with as they make lunch. They develop their small-muscle skills as they use scissors to cut the vegetables into bite-sized pieces. Children enjoy sharing the food and talk to their friends about the meal they have made.

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

- The childminder has a good knowledge of where children are in their learning. She recognises the progress they have made and what they need to learn next. She regularly assesses and monitors children's progress. This enables her to recognise promptly if there are any gaps in their learning and implement strategies to ensure that these gaps are swiftly closed.
- The childminder plans a curriculum that helps children to build solid foundations for their next stage of learning. She further develops the experiences they have at home. For instance, she has a dedicated reading area where children confidently share stories. The childminder uses a wide range of resources to develop their understanding of books. Children find toy animals to match to those in the story. They match the adult animal to their young and learn new vocabulary, from factual books, to name the young animals.
- The childminder supports children's developing language skills well. For example, she introduces rhymes into children's play. Children sing 'Incy Wincy' while putting a plastic spider down a drainpipe. The childminder introduces new words, such as 'star' and 'sparkly' as children look into a kaleidoscope, to extend their vocabulary. She talks to children about what they are doing, which helps to support younger children's understanding. However, occasionally, she does not give children time to think and process their thoughts before she provides them with a solution.
- Children are supported to develop good social skills and to learn to respect and

value those around them. The childminder helps children to learn to take turns and share the map to find treasure as they pretend to be pirates.

- Young children learn good hygiene practices and actively help in their care routines. For instance, they participate in washing their hands before meals and dress themselves after using the toilet. They benefit from a variety of healthy snacks and access their drinks throughout the day.
- Children benefit from daily opportunities to play and explore outside. They have fun playing in the childminder's garden. Children develop their physical skills as they ride on tricycles and talk about changes to their heartbeat as they exercise.
- Parents confirm they are very happy with the quality of care and learning the childminder provides. The childminder shares information with parents to support continuity in children's care and learning to make sure their needs are met.
- The childminder reflects on her practice and implements changes to raise the standards of her setting. She seeks the views of parents, who complete questionnaires, so they have a voice. However, she does not yet focus sharply enough on her professional development to promote children's learning to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children and keep them safe. She ensures her home is safe and any potential risks are identified and minimised. The childminder keeps her safeguarding training up to date. She is knowledgeable about the signs of abuse and who to contact should she have a concern about a child in her care. The childminder also explains what she would do if she suspected a family was being drawn into extremist views. She has a secure understanding of what significant incidents she must notify to Ofsted.

What does the setting need to do to improve?

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

- provide more opportunities for children to extend their thinking skills and enhance their learning
- maximise opportunities for professional development and reflect on how to put into practice new knowledge and skills to promote children's learning to the highest level.

Setting details

Unique reference number	EY414970
Local authority	Derbyshire
Inspection number	10074567
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	26 January 2016

Information about this early years setting

The childminder registered in 2010 and lives in Pleasley, Nottinghamshire. She operates all year round from 6.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children. The childminder works with a co-minder.

Information about this inspection

Inspector

Lianne McElvaney

Inspection activities

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