

Childminder report

Inspection date: 5 March 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 are very happy and enjoy their time with the childminder and her assistant. They show they are confident in the childminder's care. The childminder provides a safe environment where children can engage in activities of their choosing, both indoors and outdoors. For example, children are interested in construction. They build towers with blocks, commenting, 'It looks like a Disney castle.' Children gain an understanding of quantity as the assistant asks the children how many bricks they might need. 'Lots', they reply and eagerly seek the bricks to build with. In the garden, children build 'big strong walls', using lightweight construction bricks. They are proud to show visitors their achievements.

The childminder has high expectations of the children. Both she and her assistant are positive role models. As a result, children of all ages behave very well and play cooperatively together. Older children happily demonstrate action rhymes to the youngest children, supporting them to join in. Children's growing communication and language skills are supported well. The childminder and her assistant help to develop children's vocabulary. For example, the childminder introduces new words to the children as they explore different tropical fruits. The children discuss whether the fruits are 'soft' or 'spiky'. Children sit and listen attentively with the assistant as they read books together.

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

- The childminder shares her observations and assessments of children with parents. This keeps them informed about their children's progress and how they can support their child further. The childminder encourages parents to share regular information about children's learning experiences from home.
- The childminder and her assistant have maintained their required training in safeguarding and paediatric first aid. They undertake additional training online to expand their knowledge. For example, following training in behaviour and attitudes, they now promote a positive reinforcement approach to support children's behaviour.
- Children are very happy and settled with the childminder and her assistant. Younger babies approach the childminder for hugs, demonstrating their secure attachment to her. Older children laugh and giggle as they take turns to have piggyback rides around the playroom with her assistant.
- The childminder provides opportunities for children to develop their skills in preparation for their future learning. For example, in planning for early writing skills, she engages the children in finger rhymes and threading activities to strengthen the muscles in their hands and fingers.
- The childminder works closely with other early years settings children attend to

ensure consistency in their care. They share information about the children's next stages of learning and discuss how this can be supported further. As a result, children make good progress in their development.

- Children gain an understanding of keeping themselves healthy and their physical development is supported well. Children have opportunities to be outdoors in the fresh air where they can build, ride bicycles, and paint walls with water. They learn new skills as they engage in yoga exercise with the assistant, who is a qualified yoga instructor.
- Children begin to recognise the similarities and differences between them and their friends. They paint pictures of themselves and mix paint to recreate their individual hair colour. However, there are fewer opportunities for children to experience cultures and societies different to theirs in the wider community.
- Parents are very complimentary about the childminder and her assistant. They know their children are very happy to attend and comment on the care the children receive. Parents highlight the trips their children attend in the holidays to local National Trust properties, and how much they enjoy these outings.
- The childminder ensures that her care practices mirror children's home routines. She works closely with parents to ensure she provides for their children's individual needs. Children can sleep in cots in a quiet environment. Dietary needs are supported well as the childminder provides home-cooked meals. Children say that pasta is their favourite.
- Children are developing independence and self-care skills in preparation for their eventual move on to school. They wash their hands and learn to put on their shoes and coats before they go outside.
- Children show their love of books and reading. The childminder skilfully uses books to extend children's learning and understanding through engaging activities. Older children have excellent recall of known stories. 'Where is the guava?' asks a child, as she recognises that this fruit in the story is not on their tray of fruit. The childminder explains that she was not able to buy this fruit as it grows in a hot country.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a secure understanding of safeguarding children. They know who to contact for advice to ensure that any concerns they may have can be addressed promptly. The childminder knows the procedure to follow in the event of an allegation against herself or her assistant. The childminder and her assistant keep their knowledge up to date. They have updated their training, including about wider issues such as radicalisation and extremist views. The childminder ensures that children's toys are stored safely, and the garden environment is secure. The childminder and her assistant both have a paediatric first-aid qualification.

What does the setting need to do to improve?

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

- seek opportunities for children to learn about the similarities and differences between themselves and others in the local community and wider world.

Setting details

Unique reference number	EY415493
Local authority	Derbyshire
Inspection number	10074582
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	28
Date of previous inspection	4 March 2016

Information about this early years setting

The childminder registered in 2010 and lives in Chesterfield, Derbyshire. She works with an assistant and operates all year round from 7.30am 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.

Information about this inspection

Inspector

Sue Wilcockson

Inspection activities

- The inspector viewed the areas of the home used for childminding purposes.
- The inspector completed a learning walk with the childminder to discuss how she meets children's care and learning needs.
- Discussions were held with the childminder, her assistant, and children at appropriate times throughout the inspection.
- The inspector reviewed relevant documentation, including certificates and insurance documents.
- The inspector took account of written feedback received from parents.
- The inspector observed the quality of education during activities indoors and outdoors.

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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