

Childminder report

Inspection date: 25 March 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time with the childminder, responding warmly to her and to the welcoming environment. Children navigate their way round the home safely, choosing what they want to play with from a selection of toys and opportunities. They enjoy spending time with the childminder and show strong attachments to her. Children cuddle up to her as they listen to a story about a ladybird who does not talk. Older children concentrate and retell parts of the story. The childminder asks questions to encourage children to think about the story. This also helps children's understanding and language skills.

Children behave well and have a positive attitude to their learning. Younger children have immense fun while taking part in creative activities. They enjoy singing familiar songs and rhymes while accessing a range of musical instruments. The childminder encourages the children to explore the different sounds they make, and they learn the faster they shake the instruments, the louder they get. They squeal with delight as they ring the triangle and shake the rainmaker. Children demonstrate they feel safe and negotiate the steep steps down to the drive as they venture on their walk to collect a friend from pre-school.

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

- The childminder completes a variety of training and incorporates the learning into her daily work. For example, recently, she attended a course on the power of play. She now follows children's initiatives in their play and follows their interests more.
- The childminder places a strong focus on children's mathematical development. She continuously encourages children to count and to recognise numbers. For example, children roll large dice and count the dots. They thoroughly enjoy extending their counting as they go around the room collecting objects to the same value of the number on the dice. This helps their understanding of numbers and aids their future learning.
- The childminder builds strong relationships with parents. She focuses on knowing families well so that she can provide the best possible support to children. Parents are kept up to date with what their children are doing and comment on how happy their children are in the childminder's care.
- The childminder gathers information from the parents about their children's experiences at home. Parents say that their children have not been socialising. To introduce these skills, the childminder takes children to various groups. At these groups, children are beginning to learn how to socialise as they play with other children. This helps their preparation for starting pre-school and their eventual move to school.
- Children demonstrate good levels of independence. Older children can put on

their own shoes and wash their own hands, without prompting, after they have used the toilet. They show care and respect for their younger peers by helping them to find toys. Younger children choose their own food to eat and use cups confidently. The childminder praises children for their independence. This helps children to develop their self-esteem.

- The childminder provides healthy meals and snacks, and ensures that there are good health and hygiene procedures in place. Children start to learn about safety as they cut up their bananas carefully for snack. They relish listening to the popcorn pop and use their manners as the childminder asks them if they would like some popcorn.
- The childminder is keen for all children to acquire knowledge and skills. She knows what she wants children to learn when she plans activities. However, when younger children are listening to a story about farm animals, the childminder forgets to help them recognise the animals and the sounds they make, despite this being the intention of her activity. Therefore, children do not always get the most out of the learning opportunities on offer.
- Children develop some knowledge of the world around them. For example, they enjoy daily walks and frequent visits to local places of interest, such as local gardens. These help them to understand their community. However, they have few opportunities to learn about cultures and lifestyles in the wider world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge of child protection up to date through relevant training. As a result, she is confident in identifying and reporting any concerns that may suggest a child is at risk of harm. She understands the signs and symptoms to look out for to identify a child is at risk and what to do if there is an allegation made about herself or a member of her family. The childminder is familiar with safeguarding issues, such as risk from extremist views and behaviours. She carries out regular safety checks on her home to reduce any hazards. She completes suitability checks for all the people over 16 years old living in the house.

What does the setting need to do to improve?

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

- develop the implementation of activities to ensure children get the most out of the learning experiences being offered
- increase the opportunities that support children's awareness of other cultures, traditions and ways of life, helping them to further understand the wider world.

Setting details

Unique reference number	EY423661
Local authority	Derbyshire
Inspection number	10131228
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 4
Total number of places	6
Number of children on roll	12
Date of previous inspection	23 July 2015

Information about this early years setting

The childminder registered in 2011 and lives in Holloway, Matlock, Derbyshire. She holds an early years qualification at level 3. The childminder operates all year round, from 8am until 5pm, Monday to Friday, term time only. 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 provider 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 had 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 emails for the inspector so she could take account of their views.
- The inspector had a discussion with the childminder about her training and how she evaluates her practice.
- The childminder showed the inspector her relevant documentation and evidence of the suitability of the childminder.

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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