

Childminder report

Inspection date: 17 December 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children settle well in the childminder's welcoming home. The childminder is kind, caring and nurturing. Children build secure emotional attachments to the childminder, which develops their sense of safety and happiness. The childminder responds attentively to children's needs, such as when babies need milk or a nappy change. Her calm demeanour is consistent, and children are reassured as she tells them, 'it doesn't matter,' when they have an accident and spill paint. Children enjoy playing with the childminder. Children behave well and are polite to each other. They follow instructions well and help to tidy up when asked. Children learn to use their manners and say please and thank you. The childminder provides positive praise when children follow the rules.

Children are becoming confident communicators. The childminder teaches children new vocabulary and concepts through narrating their play and reading books. Children learn what an x-ray is for and why bones are needed. They learn how to describe the difference between a horse and a zebra. Children enjoy creative opportunities as they use paintbrushes to paint a Christmas stocking. They show deep levels of engagement in their play. Children benefit from regular trips into the community. They attend the local library and toddler groups.

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

- The childminder supports children's communication and language skills well. She speaks very clearly and repeats words back to children who struggle with their pronunciation. The childminder models speech in a thoughtful and carefully planned way. She pauses to allow children time to think and respond, including with young babies who enjoy babbling with her. The childminder ensures she does not use any baby language with young children to model correct speech.
- Overall, the childminder's teaching quality is good and children make good progress from their starting points. The childminder knows children well and plans activities that children enjoy. However, at times the childminder delivers activities which are too difficult for the children present. For example, on occasion, she expects young children to recognise different letters and know the sounds they represent. This does not take into account the knowledge children need to acquire before they can achieve this.
- The childminder promotes early mathematical development. She supports children to use their finger to point to and count different objects. Older children are beginning to recognise quantities as they count the animals in a nativity scene. Children begin to understand the concept of larger and smaller as they compare a lorry and a van.
- The childminder understands the importance of children developing their independence skills. However, at times, she does not encourage children to

attempt self-care tasks for themselves. For example, she puts older children's socks and jumpers on for them. At mealtimes, she holds the cup for young children to drink from and feeds them with a spoon. This limits the opportunities for children to develop and practise their own independence skills.

- The childminder promotes a love of books and reading. Children show their prior learning as they choose a non-fiction book about birds. They recognise greenfinches and crows. Children recall that some birds eat worms and others eat berries and seeds. The childminder teaches children that a group of birds is called a flock. Children enjoy pressing buttons in the book to hear the birdsong of the different species and guessing which bird it is.
- The childminder promotes healthy lifestyles. She gathers information about children's dietary needs and allergies when they first start and works closely with parents to ensure allergies are well-managed as children's needs change. The childminder ensures that children eat a range of healthy foods and snacks.
- The childminder has established strong partnerships with parents. Parents say that the childminder is approachable and always available to give them support and advice. Parents praise the care the childminder provides. The childminder communicates frequently with parents and shares a daily diary with care information alongside regular photos. Parents know what their children have been learning with the childminder and what they need to learn next.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- plan activities so that they build on the the skills and knowledge children have developed so that their learning is sequenced effectively
- extend opportunities that enhance children's independence skills to develop their self-care skills even further.

Setting details

Unique reference number	EY427239
Local authority	Derbyshire
Inspection number	10367593
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	0 to 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	14 February 2019

Information about this early years setting

The childminder registered in 1995 and lives in Stanley Common, Ilkeston. She operates from 8am until 6pm, Monday to Friday, all year round, except for Christmas, bank holidays and family holidays. The childminder holds an early years qualification at level 3 and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rachel Barsby-Robinson

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their Early Years Foundation Stage curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024