

Childminder report

Inspection date: 14 July 2023

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

The childminder creates a welcoming home with an inviting playroom. Children are relaxed, happy and soon settle in the childminder's care. They have wonderful relationships with her. The childminder sits on the floor with the children, and they respond positively to her warm and nurturing manner, passing her toys and inviting her to play. Children develop good early communication and language skills. The childminder adapts her interactions to meet children's development needs. As older children play with a train track, the childminder introduces new language and information, such as an 'engine'. This helps children to build on the language they already know. Babies are introduced to simple vocabulary during play as the childminder names different animals and the sounds they make as they play together.

The childminder provides good opportunities for the children to learn about the world through first-hand experiences. She takes children to visit local places, such as parks, shops and green spaces. The childminder helps children to recall these experiences and embed new knowledge as they play with the small-world farm animals. Older children relive the experience of seeing a pig and talk about what they fed the pig and what a baby pig is called.

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

- Children display a strong sense of belonging. They move around the childminder's home confidently, and older children pop off to the toilet when they need to. Children choose what they want to play with and are equally as happy exploring and playing independently as they are interacting with the childminder. For instance, children delight in independently making pretend meals and take great pleasure in offering the childminder the food they have made and pretending to feed her.
- The childminder has good relationships with the families she works with, many of which have been with the childminder for a very long time. The childminder liaises with them about their children's development. She is aware of other professionals she may need to contact if children require additional support. However, the childminder has not yet developed relationships with other provisions the children also attend to help ensure the continuity of their learning.
- The childminder is a good role model and promotes children's positive behaviour and good manners. Children show good attitudes to learning and towards each other. Older and younger children play side by side, learning to take turns as they make choices about what animals, trains and cars they want to play with. Older children are gentle and encouraging to the younger children, offering them their trains when they want to join in. Children use good manners without the need for prompting.

- The childminder knows the children in her care well. She understands what the younger children need to learn next and plans activities to support them in achieving the next steps in their learning. However, the childminder's knowledge of older children's development is not as robust. At times, her expectations are too high and do not match each child's current stage of development. Consequently, the intent for some activities does not have a clear focus on the key skills older children need to achieve in readiness for the next stage of their learning. Nonetheless, overall, children make good levels of progress in all areas.
- The childminder promotes children's self-sufficiency. She encourages children to become independent and helps them learn essential life skills to enable them to take care of their own needs. Children become familiar with completing various tasks independently, such as taking off their shoes, going to the toilet, washing their hands and tidying their toys. The childminder fosters the children's self-confidence and reinforces the idea of being responsible for themselves.
- Children develop an understanding of early mathematical concepts as they are supported by the childminder during activities. They learn to count trains and develop an understanding of positional language, such as 'on top', 'behind' and 'in front'. The childminder supports children as they distinguish colours and shapes and develop essential mathematical skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities related to safeguarding to help keep children safe. She has policies and procedures to help safeguard herself and the children. The childminder knows the possible signs that indicate a child is at risk of harm or neglect and how to report her concerns, including local safeguarding concerns, such as how to identify if a child is at risk of radicalisation. The childminder carries out risk assessments of the premises to help her recognise and remove potential hazards and to help maintain children's safety.

What does the setting need to do to improve?

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

- strengthen partnerships with other provisions children attend so that information about their development is shared to support their transitions and the continuity of their learning
- extend knowledge of older children's development so that activities can be clearly focused on supporting their precise next steps in learning.

Setting details

Unique reference number	EY429171
Local authority	Derbyshire
Inspection number	10279846
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 5
Total number of places	6
Number of children on roll	5
Date of previous inspection	2 August 2017

Information about this early years setting

The childminder registered in 2011 and lives in Chesterfield. She operates all year round, from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector
Carly Polak

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 childminder.
- The childminder and the children showed the inspector areas of the home used for minding. The childminder discussed her intentions for children's learning.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The childminder discussed her interactions with the children and how she monitors children's progress with the inspector.
- The inspector reviewed documentation, including the childminder's qualifications.
- The inspector considered the views of parents through written documentation.

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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