

Childminder report

Inspection date: 18 September 2024

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 that they feel happy and settled in the childminder's care. The childminder forms strong attachments with the children and provides regular praise and reassurance when needed. This helps children to behave well. There is a lot of laughter as children play, showing they are having fun, for example as they explore cardboard boxes and play peekaboo with the childminder. The childminder creates a stimulating environment where children make choices in their play. For example, children can easily access the resources on offer and choose what toys they would like to play with. They receive encouragement to manage tasks for themselves, such as washing their hands and putting their shoes on. This supports children to develop good independence skills.

The childminder inspires children's love for nature. She uses what she observes and knows about children to ignite their learning. For instance, children are fascinated with insects and animals. The childminder uses this knowledge effectively. She takes children to see the deer at a local attraction and plants shrubs to attract butterflies. Furthermore, she teaches children about life cycles. She shows children tadpoles and caterpillars. Children use books to complement this experience, to help them understand the sequencing of the different life stages. As a result, children's knowledge of the world around them is remarkably good.

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

- The childminder implements an exciting curriculum. She encourages children to explore and be curious. She knows what she wants the children to learn and helps them make good progress in their learning. For example, during an adult-led activity, she encourages children to strengthen their fingers and hands. Children explore and manipulate play dough, pour rice into containers and develop their cutting skills. However, the childminder is too enthusiastic sometimes, and she moves children on to another task too quickly. As a result, children are not given time to follow their own ideas to extend their learning further.
- Children benefit from having many opportunities to support their communication and language skills. For instance, throughout their play and at mealtimes, the childminder models good conversational skills. She introduces new vocabulary, such as 'telescope', as they read about a shark in the park. Children are vocal and repeat familiar words and phrases in response to the childminder's warm interactions. For example, they chat about going to the seaside and eating ice cream with chocolate and fudge sticks. This supports children's future learning.
- Partnerships with parents are strong. The childminder keeps parents updated about their child's learning. She encourages parents to help their children continue their learning at home. For example, she sends home safety scissors so

children can practise cutting skills with their parents. Parents comment highly about the service the childminder provides. They say that she is kind and friendly.

- The childminder has developed partnerships with other local childminders, where children's care is shared. However, her partnerships with local pre-schools that early years children also attend are not yet established. This does not fully promote consistency in children's care and learning.
- The childminder encourages children to learn about a healthy lifestyle and where food comes from. For example, they grow tomatoes and strawberries in the childminder's garden. Children enjoy healthy snacks of fruit and use knives safely to chop up their bananas. The childminder provides the children with plenty of exercise and fresh air. For example, they visit local parks and run around in the countryside.
- Children have a positive attitude to learning. They are keen to join in with activities and engage well within their play. Children take pride in their achievements and actively solve problems with the childminder. For instance, they work out how to balance along the balancing beams safely. The childminder celebrates with the children as they identify what they need to do to get to the end and complete the task.
- The childminder keeps up to date with mandatory training, such as safeguarding. She demonstrates a good understanding of her role in keeping children safe. She is reflective about her practice and has recently attended a course on refreshing her knowledge of the early years foundation stage. She says that this helps her to plan more effectively for the children's learning.

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:

- make the most of opportunities that arise for children to follow their own ideas to deepen their engagement and extend their learning even further
- develop partnerships with other settings that children may attend, to promote continuity in their learning and development.

Setting details

Unique reference number	EY431860
Local authority	Derbyshire
Inspection number	10351700
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	2 to 7
Total number of places	6
Number of children on roll	4
Date of previous inspection	9 October 2018

Information about this early years setting

The childminder registered in 2011 and lives in Swadlincote, Derbyshire. The childminding provision operates Monday to Thursday, from 7am until 5pm, all year round, except for Christmas week, bank holidays and family holidays. The childminder offers funding for free early education for two-, three- and four-year-old children. She holds an appropriate early years qualification at level 4.

Information about this inspection

Inspector
Jan Hughes

Inspection activities

- The inspector completed a learning walk of the play areas and talked with the childminder about how she organises and implements her curriculum.
- The childminder was invited to participate in a joint observation with the inspector. The inspector considered the quality of teaching during the activity and the impact this had on children's learning.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection. She observed interactions between the childminder and the children and considered the impact these have on children's learning.
- The parents completed written statements about the childminder's service so the inspector could take account of their views.
- The inspector reviewed relevant documentation and checked evidence of the suitability of the childminder and household members.
- The childminder had a discussion with the inspector about her training and how she evaluates her practice. The inspector and the childminder discussed the childminder's future plans.

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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