

Childminder report

Inspection date: 23 May 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

Children are happy and settled in the well-organised childminder's home. They explore resources which are attractively displayed and easily accessible. Children make marks on the low-level chalkboard and choose their favourite book called 'The Very Hungry Caterpillar'. They make their own choices, which promotes their levels of independence. Children turn the pages of books carefully and listen attentively as the childminder reads the story. The childminder reinforces that the caterpillar's house is called a cocoon that goes 'around and around'. Children link the word 'around' to the physical movement of spinning and turning. They stand up in a clear, safe space, giggle and turn around. They connect the word 'around' to a corresponding action. The childminder supports their safety, as she carefully supervises them.

Children have secure attachments with the childminder and seek her out to join in with their self-chosen activities. They look up at her, hold out their hand and say, 'Coming?' The childminder responds to their individual requests. Together, they run forwards in the garden area, stopping and starting at various points. The children watch and listen to the childminder as she introduces children to the new vocabulary of 'stop', 'start', 'fast' and 'slow'. The childminder shows children how to jump into plastic hoops and how, if they place the hoop on its side, they can roll it down the slide. This promotes children's coordination and physical skills.

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

- The curriculum that the childminder offers is a balance of child- and adult-initiated activities, based on children's interests. The childminder adapts her resources and vocabulary as children make progress in their development.
- The childminder offers a focused activity using a laminated book which has photos of other children who attend her setting. She encourages children to look carefully and pronounce names of the children they see. This helps children with recognition and their sense of recall.
- Children enjoy playing with toy vehicles. The childminder positively promotes their interest, indoors and outdoors. They run the cars along a metal edge and listen to the noise it makes. They repeat this. The repetition supports their exploratory stage of development and hand-to-eye coordination.
- The childminder talks about routines and prepares children for what they will do next. For example, children are encouraged to tidy up. There are times, however, when this is not consistently followed through and toys left on the floor create a tripping hazard.
- The children and childminder play outdoors in the well-resourced garden area. Children sow tomato seeds. They water and watch them grow. Younger children plant cress seeds. They see the growth of these in a short space of time.

Children learn about and see first hand the changes from planting to harvesting.

- Children wear appropriate clothing for playing outside. The childminder encourages children to put on their shoes and fasten the hook and loop tape. She praises their attempts for having a go. This promotes their levels of perseverance and self-confidence. The childminder regularly applies sun cream to the children to ensure they are protected and kept safe.
- The childminder encourages good manners, reinforcing the use of 'please' and 'thank you'. She talks to children about using 'kind hands' when they pat and poke each other. Children are beginning to learn about how their actions affect others.
- Children are learning to behave and share. The childminder is calm and polite. However, there are times when children become unsettled when the routine does not keep them fully engaged.
- The childminder promotes oral hygiene with the children. All children in her setting are registered with a dentist. She checks this with parents before she starts caring for their children.
- The childminder encourages acceptance of all individuals, and the different make up of families, through open, factual information. She answers children honestly when they ask about family groupings, for example about children who have two mummies.
- Parents comment on the excellent communication they receive. They express the importance of receiving feedback about their children's development and targets, which the childminder gives to them formally and informally.
- The childminder is passionate about the recent communication training she has undertaken. This has had a positive impact in how she waits for children to speak and respond, giving them time to comprehend what she has said to them. She values the contact she has with a local childminder, where she is able to share her own practice and learn from others.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of the steps to take should she believe a child is at risk of abuse. She can recognise signs and symptoms of abuse. She understands how and where to report any allegations of abuse. She keeps a list of all contact details up to date and readily accessible. The childminder understands aspects of safeguarding, such as how to protect children from radicalisation. Parents understand her safeguarding procedures, which she talks through with them on a regular basis. The childminder plans trips with care, undertaking risk assessments. She conducts fire-drill practices with all children who attend the setting.

What does the setting need to do to improve?

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

- consistently follow through instructions of tidying up, to prevent tripping hazards when children are playing
- develop ways to keep children fully engaged to prevent them becoming unsettled when routine tasks, such as preparing food, are being completed.

Setting details

Unique reference number	EY436155
Local authority	Derby
Inspection number	10280230
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	8 September 2017

Information about this early years setting

The childminder registered in 2011 and lives in Mackworth, Derby. She provides care Monday to Friday from 7.30am to 5pm, except for the week between Christmas and New Year, bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She offers places for children in receipt of early education funding.

Information about this inspection

Inspector
Angela Eden

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 showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The inspector observed the interactions between the childminder and the children.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children communicated with the inspector during the inspection.
- The inspector took account of the views of parents from written comments.
- The childminder provided the inspector with 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.

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