

Childminder report

Inspection date: 25 March 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The childminder and her assistant have consistently high expectations for children's learning and development. This ensures all children remain motivated, engaged, and eager to learn. Children experience an exceptionally stimulating curriculum that carefully builds on what they already know and can do. When playing outside, children gain physical strength and coordination as they fill up jugs and buckets with water. With control they pour water down pipes, taking time to watch it descend. The childminder challenges children to catch the water before it reaches the container underneath. Children laugh and shriek with delight and are completely absorbed in their game.

The childminder gives the utmost priority to meeting children's individual needs. Children form extremely strong bonds with the childminder and her assistant, and these positive relationships ensure children feel very settled and safe. Children are extremely well-behaved and are polite and kind to one another. When minor incidents occur, children immediately show concern for their friends and offer comfort and reassurance.

Children are highly independent and confidently express their ideas and needs to others. They find their name cards and put away their coats and belongings. Children rapidly master the skills they will need for the transition into school. For example, they attend to their own care needs and put on their coats and shoes with ease. Children demonstrate a strong desire to be actively involved in the rich learning experiences on offer.

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

- The childminder and her assistant dedicate their time to joining in children's play. They support children extremely well to achieve their aims. The childminder shows children how to use resources and gives them time to do things for themselves. For example, when children want to initiate a game using hula-hoops, the childminder suggests an idea to support their play. Children quickly grasp how to roll the hoop back and forth using the palm of their hand. Children are provided with a vast range of experiences to develop their physical skills.
- The childminder focusses strongly on supporting children's language and communication skills. Children quickly learn to be confident communicators as they recall events in their own lives and talk about what they would like to do and how they are going to achieve it. Story times provide an ideal time for the childminder to extend children's vocabulary and understanding of words. Children learn to use picture cues to identify new words. For example, when exploring emotions, they study the character's expressions and recall words such as, frustrated, selfish and scared. The childminder continually talks to children,

narrating as they play and exposing them to a language-rich environment that inspires them to succeed.

- The childminder works exceptionally well with parents to meet children's individual needs. She provides a wealth of information to ensure parents are kept fully informed about children's progress. Parents appreciate the time and effort that the childminder gives to supporting every child. They value how closely she works in collaboration with families to help children achieve. Strong links are forged with the local school and nursery. This ensures children are extremely well supported as they transition between different settings.
- The childminder is exceptionally caring and attentive to the needs of all children. She listens intently when they want to say something or ask a question, helping children to feel valued and boosting their self-esteem. She is highly respectful of their care needs, fully involving children in toileting routines, nappy changing and sleep times. The childminder gives children time and space to explore, experiment and discover things independently.
- The childminder and her assistant are highly skilled and knowledgeable practitioners. They have a very secure understanding of child development and how their interactions enhance and accelerate children's learning and progress. Detailed assessments are regularly undertaken. These are shared fully with parents and are highly effective in identifying children's next steps in learning and development. Children are expertly supported to achieve the best outcomes.
- The childminder is passionate about using outdoor environments to stimulate children's natural curiosity of the world around them. Children gain a deep understand of the awe and wonder of nature through regular trips to a nearby woodland. They learn to respect living things and explore the surroundings using their senses. Children have immense fun developing skills such as den building and listening to stories involving outdoor adventures.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY437410
Local authority	Derbyshire
Inspection number	10316786
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	12
Number of children on roll	13
Date of previous inspection	22 May 2018

Information about this early years setting

The childminder registered in 2012 and lives in Matlock. She operates all year round from 8.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder works with an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Scheel

Inspection activities

- This was the first routine inspection the childminder received since the COVID19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum.
- The inspector observed the quality of education being provided indoors and outside and assessed the impact on children's learning.
- The childminder and the inspector evaluated a group activity together.
- The inspector observed the interactions between the childminder, her assistant and the children.
- The inspector took account of parents' views through written feedback.
- 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.

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