

Childminder report

Inspection date: 7 April 2022

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 play busily in a welcoming and stimulating playroom. They explore their surroundings with interest and excitement. The childminder uses everyday items and natural materials, such as teapots, egg cups, feathers and moss, to entice children to play and use their imagination.

Children enjoy the company of the childminder and her assistant, and frequently include the adults in their play. They pretend to make lettuce soup with pine cones and leaves, then present this proudly to her with a spoon for her to taste. The childminder asks questions about the soup using ambitious words, such as 'ingredients', and children tell her that the soup has lettuce and noodles in it.

Children's social skills and speech are developing well. They play alongside each other and join in with each other's activities. For example, two of the older children spent time at the table making marks with crayons on paper. As they drew, they talked to each other about their work.

Children develop an understanding of how to stay healthy and safe. They follow good hygiene routines. The childminder and her assistant explain to children why they wash their hands and brush their teeth. Children remember that these actions make germs go away so they do not get ill.

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

- The childminder and her assistant both have a good understanding of how young children learn. The childminder completed a full review of her practice and found that she was not supporting children to think for themselves and be creative. She has embarked on a training and accreditation course that has significantly changed her approach. Children now have access to numerous everyday and unusual resources, which they use creatively in play. For example, they use petals picked from fresh flowers to represent snow falling on their farm.
- The childminder prioritises children's social development and independence in personal care. She recognises that they are at risk of not being ready for the move to school following absences due to the COVID-19 pandemic. The childminder and her assistant model how children can let others join them as they play, and some children who prefer to play alone now allow others to join in when they have built a farm. The childminder is also working closely with parents to help children learn how to use the toilet.
- Children use words, sounds and gestures to communicate with adults and each other. The childminder and her assistant speak to them throughout the day, providing a commentary on what they are doing or asking questions to introduce

new ideas. However, at times, they use slang or 'baby' language, such as 'nana' instead of banana. In addition, the childminder and her assistant occasionally forget to name objects when speaking to children. For example they say, 'Put it over there', rather than, 'Put the book on the table', which slows children's understanding of what words mean.

- The childminder has set boundaries for children to follow as they play. During play, children are careful with the items they handle and about how they move around. The childminder and her assistant gently remind children about the rules and how they help to keep everyone safe. Children behave well and respond to the childminder and her assistant when they are asked to think about how their actions might affect others, or how they might damage the resources they are playing with.
- The childminder and her assistant work hard to understand how they can meet the specific needs of children with special educational needs and/or disabilities (SEND). For example, they are aware that children with SEND may be more vulnerable to abuse and neglect than other children. They liaise with parents and speak to other professionals involved in the care of the children. They have sensible targets for the children, such as stacking one block on top of another to develop hand-to-eye coordination. The children watch and try to copy as the task is demonstrated in different ways. They persevere until they succeed, and are pleased with the way the childminder and her assistant praise them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant can describe the signs and symptoms of abuse. They can explain clearly what they would do if they had a concern about the care of a child when they are at home, or if they had concerns about each other's behaviour with children. The childminder works with other professionals, such as health visitors, to make sure children who may be at risk receive the care and support they need. The childminder provides a safe and secure environment for children to play in. She and her assistant both have up-to-date first-aid qualifications.

What does the setting need to do to improve?

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

- use correctly pronounced words when speaking to children and avoid using 'baby' language or slang
- use the name of objects in sentences and avoid the use of pronouns and adverbs such as 'it' and 'there' when asking children to complete a task.

Setting details

Unique reference number	EY439890
Local authority	Derbyshire
Inspection number	10231807
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 8
Total number of places	12
Number of children on roll	36
Date of previous inspection	21 September 2016

Information about this early years setting

The childminder registered in 2011 and lives in Church Gresley, Derbyshire. She works with two assistants. The childminder holds a childcare qualification at level 3. She operates from 6.30am to 6pm Monday to Friday all year round, except for bank holidays and family holidays. The childminder provides funded nursery education for two-, three- and four-year-olds.

Information about this inspection

Inspector

Joanne Smith

Inspection activities

- This was the first 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 setting.
- The childminder showed the inspector around the premises and discussed how she ensures they are safe and suitable.
- The childminder and the inspector completed a learning walk together and discussed the childminder's intentions for children's learning.
- Children spoke to/communicated with the inspector during the inspection.
- The childminder's assistant spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.

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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