

Childminder report

Inspection date: 31 January 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 in this childminder's care. They show they are comfortable in their surroundings as they safely move around the rooms, choosing what they want to play with. Older children negotiate the stairs as they independently take themselves to the bathroom. Children play well together, build friendships and instigate their own play. They play a game of hide and seek and excitedly hide and scream with delight. Children show a good sense of spatial awareness as they negotiate the furniture to find a place to hide.

Children show high levels of engagement and a positive attitude towards their learning. They are curious and investigate what is inside different boxes. They delve inside and discover various types of vehicles. The childminder uses the vehicles to help develop children's mathematical skills. She asks the children to sort the trains, cars and buses into baskets. Children enjoy doing this and shout, 'I've got one!' and place the vehicle in the correct basket. To extend children's learning, the childminder encourages them to count how many vehicles they have. She supports the children to compare the sizes of the vehicles. Children use mathematical language, such as 'big', 'biggest', 'small' and 'smallest'.

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

- The childminder knows what she wants children to learn. She supports children to learn through play and follows their interests. She plans for their future learning in the activities she provides. For example, children enjoy playing in the pretend kitchen. They play well together and talk about what they are having for dinner. They make decisions and choose pizza and a cup of tea. This helps them to use their imagination and negotiating skills well.
- Overall, the childminder supports children's communication skills. She gets down to the children's level as she talks to them. The childminder gives young children a running commentary during activities. She holds conversations with older children. However, she does not always help younger children to pronounce words correctly. This does not fully help to develop children's language skills.
- The childminder ensures that play experiences and activities support children's interests and learning. She encourages the children to achieve and helps them to make their own choices about their play. However, occasionally, children do not have the time to complete what they are doing. This is because the childminder moves children on to new activities too quickly.
- The childminder builds strong relationships with parents. She knows the families well so that she can provide the best possible support for the children. The childminder makes suggestions so that parents can continue activities at home. For example, children take home pairs of safety scissors so they can practise their cutting skills with their parents. Parents comment on how happy their

children are in the childminder's care.

- The childminder finds out about the experiences that children have at home. She creates opportunities to broaden their knowledge by taking them on visits. For example, she takes them to a dance and movement session, soft-play areas, local parks and woods. These outings help to develop children's large muscles and allow them to mix with other children in preparation for school.
- The childminder is a good role model, and she encourages positive behaviour. Children listen to and follow instructions and take diligent care of their toys. They help the childminder by tidying away the toys ready for lunch. The childminder praises the children for their behaviour, helping to promote their self-esteem.
- The childminder implements good personal hygiene routines, such as handwashing before meals. She supports children to develop their growing independence skills. For example, she encourages children to feed themselves using cutlery. She promotes the use of manners, such as saying 'please' and 'thank you' at mealtimes.
- The childminder regularly reflects on and evaluates her practice. She considers the views of parents and children. This supports her to provide good levels of care and learning that meet the individual needs of the children. The childminder attends training to update her knowledge. For example, she has enrolled on a course to widen her knowledge on communication and language skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding issues. She ensures her child protection knowledge is up to date, and she knows the signs that may indicate a child is at risk of harm. She understands how to identify and report concerns about a child's welfare and the procedures to follow if an allegation is made against her. The childminder supervises children well and carries out risk assessments to identify and remove any potential hazards for children.

What does the setting need to do to improve?

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

- use the correct pronunciation of words when modelling language for young children to hear
- provide children with more time to complete activities and tasks that interest them.

Setting details

Unique reference number	EY443449
Local authority	Derbyshire
Inspection number	10235692
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 11
Total number of places	6
Number of children on roll	10
Date of previous inspection	21 February 2017

Information about this early years setting

The childminder registered in 2012 and lives in Heanor, Derbyshire. She holds qualified teacher status. The childminder operates all year round, from 7.45am to 6pm, Monday to Friday, except for bank holidays, a week at Christmas and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jan Hughes

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 provider and has taken that into account in their evaluation of the provider.
- The inspector completed a learning walk of the childminder's provision and discussed how she organises and implements her curriculum.
- The childminder took part in a joint observation with the inspector. The inspector considered the quality of education during activities and the impact this had on children's learning.
- The children spoke with the inspector and invited her into their play at appropriate times throughout the inspection. The inspector observed interactions and the conversations between the childminder and the children and considered the impact these have on children's learning.
- The parents wrote statements for the inspector so she could take into account their views.
- The inspector had a discussion with the childminder about her training and how she evaluates her practice.
- The childminder showed the inspector relevant documentation and evidence of her suitability to work as a childminder.

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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