

Childminder report

Inspection date: 4 November 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	Met
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What is it like to attend this early years setting?

The provision is good

Children settle well into the secure, calm and well-resourced environment. They happily access inviting and interesting activities and experiences. The childminder understands how young children learn. She provides children with a range of stimulating toys, which are displayed and organised well. This provides children with plenty of choices and encourages them to become independent as they make their own choice about what they would like to play with. Children enjoy playing with the pretend fire station. They develop their imagination as they pull out the ladder for the firefighters to climb up.

Children learn about the importance of healthy lifestyles. They participate in activities that help them to learn about the importance of brushing their teeth. Children have good opportunities to develop their physical skills. For instance, they use challenging climbing and balancing equipment. Children routinely visit the childminder's allotment to plant vegetables and feed the chickens. They are able to watch the plants grow and learn how to care for them. This promotes their understanding of the world and nature.

The behaviour of the children is good and appropriate to their developmental level. Even quite young children follow instructions as a result of consistent and clear expectations given to them by the childminder.

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

- The childminder knows the children well, including their personalities and likes and dislikes. This helps her to plan activities that she knows will interest them and establish secure and trusting relationships. As a result, they have a good sense of belonging and positive levels of well-being and self-esteem. Children have a positive attitude towards their learning and make good progress.
- The childminder has a good understanding about what children know and can do and what they need to learn next. She plans a range of activities to engage children in play and learning. However, there is scope for her to target adult-led activities more precisely on what individual children need to learn next.
- The childminder establishes positive relationships with parents. She keeps them fully involved and informed in their children's day and achievements. The childminder talks to them every day and shares daily photos of what their children have enjoyed learning.
- Children enjoy singing along to action songs. They particularly enjoy moving their hands in the air to pretend to be twinkling stars. However, the music plays repeatedly in the background as children play. This distracts children during their self-chosen play and they lose focus on other activities, meaning their learning is interrupted and their sustained thinking impeded.

- Children enjoy sharing books with the childminder. They demonstrate their prior learning. For example, children turn the pages and name familiar objects in the pictures.
- The childminder teaches children about the world around them and talks about what makes them unique. For example, children learn about different cultures and festivals, such as keeping safe while celebrating Bonfire Night. Children learn about people that help us in the community, such as firefighters. These experiences help to prepare children for life in the society in which they live.
- The childminder ensures that children have lots of opportunities to exercise, to help them build strong and healthy bodies. Children confidently climb, balance and slide on a climbing frame. The childminder encourages younger children's early walking skills through praise and by offering challenges, such as crawling towards objects on the floor.
- The childminder sets consistent boundaries for behaviour. Children listen to her gentle reminders and learn to be kind and considerate when playing with their friends. The childminder talks to children about their feelings and helps them to understand the consequences of their actions. She explains that if they leave too many toys on the floor, they might slip and fall on them.
- The childminder is committed to developing her practice. For instance, she completes regular online training to help her to improve the service she provides to children and their families. She evaluates the impact of the training she has completed before deciding on future development needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes training to ensure her safeguarding knowledge is current. She knows the signs and symptoms that may indicate a child is at risk of harm. She has a clear safeguarding policy and knows the local referral procedures to follow if she is concerned about the welfare of a child. The childminder knows the steps to take if an allegation is made against herself or a household member. The childminder carries out daily risk assessment checks to identify and remove potential hazards and keep children safe. Her home is safe and secure.

What does the setting need to do to improve?

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

- focus on ways to target teaching more precisely on what individual children need to learn next
- minimise unnecessary background noise to support children's concentration and to prevent them from becoming distracted in their learning.

Setting details

Unique reference number	EY444695
Local authority	Derbyshire
Inspection number	10235720
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	0 to 7
Total number of places	6
Number of children on roll	9
Date of previous inspection	18 November 2016

Information about this early years setting

The childminder registered in 2012 and lives in Staveley, Derbyshire. The childminding provision operates from 7am until 6pm, Monday to Friday, all year round except for bank and family holidays and the week between Christmas and New Year. The childminder holds a foundation degree in childcare studies.

Information about this inspection

Inspector

Lianne McElvaney

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 her evaluation of the childminder.
- The inspector observed a range of play activities in the childminder's home and garden. She considered, with the childminder, the impact of teaching on children's learning and development and discussed children's progress.
- The inspector and childminder completed a learning walk around the setting. They discussed how the environment is organised and curriculum planned to support children's learning. The inspector took account of how the childminder completes risk assessments to ensure that children remain safe.
- At appropriate times during the inspection, the inspector spoke to the children and childminder. She also took account of the written views of parents. The inspector observed the quality of interactions between the childminder and the children attending.
- A sample of documentation that supports the effective management of the childcare was viewed by the inspector. This included evidence of qualifications, the suitability of the childminder and other household members, and a sample of policies.

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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