

Childminder report

Inspection date: 13 October 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 benefit from the home-from-home environment that the childminder creates. They settle well and have close trusting relationships with the childminder, who they respond to positively. Children often snuggle close to the childminder, who provides plenty of cuddles for reassurance. Toddlers love to explore and find things out for themselves. They scream with delight as they watch the cars roll quickly down a ramp. They try rolling different size cars and shout 'wheee' as one car rolls under the table.

Children behave well and have a positive attitude to their learning. They walk around the rooms choosing what they want to play with. Children join in the activities on offer with enthusiasm and excitement. This is evident as toddlers happily play with the toy farm animals. They develop their small-muscle skills as they pick up animals and pass them from one hand to the other. They relish the childminder's participation, for instance, as she makes animal noises. They copy her as they attempt to make sounds like a pig and cow. This helps children to develop their listening and early speaking skills.

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

- The childminder provides children with an exciting curriculum, which helps their future learning. She places a high priority on supporting children's language development. The childminder responds well to young children's verbal and non-verbal communication and provides narratives for toddlers to hear new words as they play. She speaks clearly and uses lots of repetition of words.
- The childminder provides older children with opportunities to visit soft-play areas. This enables them to learn to take risks and develop their physical skills. However, younger children's interest in climbing is not as well supported.
- The childminder works well in partnership with parents to meet children's individual needs. She finds out about what children know and can do from the parents as they first start. The childminder uses this information to help her provide activities for the children. She regularly talks with parents and sends them photos to enable them to see what activities the children are doing. This helps parents understand what they can help their children with at home.
- The childminder takes children to places of interest around the local community. This broadens their experiences from home. For example, she takes them to farms to extend their knowledge of where animals live. Also, she maintains an allotment. Here, children can see how fruit and vegetables grow from seeds. They can pick the food once it has grown and use it for their snacks, for instance strawberries and tomatoes.
- The childminder supports children's independence. She teaches young children how to hold their cutlery, so they can learn to feed themselves. She shows them

how to wipe their hands and faces to help develop their self-help skills. The childminder encourages children to carry out tasks, such as putting the toys away, which they do willingly. This helps to further develop their independence.

- The childminder adopts a positive and supportive approach to children's behaviour. Toddlers are willing to have a go and try new things. They concentrate and stay for long periods of time at activities they enjoy. The childminder interacts with children and provides them with plenty of praise. This helps to build on their confidence. For example, children manipulate the play dough. They use cutters for the first time and enjoy poking and pushing at the play dough with their fingers.
- The childminder evaluates the quality of her provision. She takes part in online training to gain knowledge and develop new ideas. The childminder implements what she learns into her practice. For example, since completing training on school readiness, she now encourages children do more tasks for themselves, such as getting themselves ready to go on the school run.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role to keep children safe. She keeps up to date with changes in child protection legislation by completing mandatory training. The childminder has a good understanding of the signs that may indicate a concern about children's welfare, including abuse and extremism. She knows the procedures to follow to report any concerns of this nature. The childminder's home is clean, safe and secure. She supervises children well and completes risk assessments to identify and remove any hazards to ensure the environment is safe for them to play in.

What does the setting need to do to improve?

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

- provide more opportunities for younger children to extend their large-muscle skills, paying particular attention to their climbing skills.

Setting details

Unique reference number	EY445187
Local authority	Derby
Inspection number	10235739
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	8 November 2016

Information about this early years setting

The childminder registered in 2012 and lives in Allestree, Derbyshire. She holds an early years qualification at level 3. The childminder operates all year round from 7.45am to 5.30pm, Monday to Thursday, except for bank holidays, the week at Christmas and family holidays.

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 childminder and has taken that into account in their evaluation of the childminder.
- 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 about the childminder's service, so the inspector 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 her relevant documentation and evidence of the suitability of the childminder and her family members.

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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