

Childminder report

Inspection date: 24 March 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 explore a variety of creative and imaginative play opportunities. They use their imagination as they make dinner in the role-play kitchen. They use the pretend oven and tell the childminder it is 'hot' when serving the food on the plate. Children demonstrate perseverance as they mix colours with paints. They eagerly mix with the paint brush and concentrate to find out the new colour they have made. Children are highly engaged in their chosen activities and focus for long periods.

Children demonstrate that they feel happy and safe with the childminder. They confidently move around the homely, relaxed environment and make choices about what they want to play with. They follow and respect the boundaries and expectations the childminder has successfully embedded in her practice. For example, children put on their aprons before taking part in a painting activity and wash their hands before mealtimes. Children enjoy the company of the kind and gentle childminder. They benefit from lots of praise and positive reinforcement, and they smile happily in response. For example, when children are having a go at writing letters with a pencil, the childminder praises their efforts, describing the letter 's' as a 'swirl like a snake'.

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

- The childminder knows the children well. She makes use of this information as she plans exciting and inviting activities for the children. For example, she sets out a letter-stamping activity, and children are eager to start. They demonstrate enthusiasm as they jump up and down when the stamp shows the letter 'm', and the children call out, 'm for mummy's name.'
- Relationships with parents are strong. Parents' written comments are very positive about the service the childminder provides for their children. Parents comment that they feel at ease leaving their children in the childminder's care and instantly build up a strong connection.
- Children have access to a wide range of resources and activities to support their interests. However, sometimes, the childminder does not always purposefully interact with children during activities to support individual children's learning further. Therefore, sometimes, children do not learn as much as they could.
- Children consistently have a positive attitude to their learning. They are inquisitive and become deeply engaged in their chosen activities set out by the childminder. For example, during role-play activities, children use their imagination skills well. They use the microwave and say, 'ding, its ready now,' as they act out real-life experiences.
- Children's independence skills are supported well. They display good independence and hygiene skills with the support of the childminder. Children

put on their own coats and wellington boots successfully before going out to play, enjoying physical exercise and fresh air.

- The childminder provides a nurturing environment with warmth and cuddles. Children build on secure attachments with the childminder. Together, they enjoy listening to stories read by the childminder and sing familiar nursery rhymes. Children delight in joining in.
- The childminder regularly raises children's self-esteem and confidence successfully. She consistently praises children's achievements during play activities and daily routines. For example, as children find the letter to represent their name, they say, 'ta da!'
- The childminder has a clear intention for the curriculum. She plans exciting activities, and children become highly engaged. Overall, the childminder interacts well with children. However, sometimes, the childminder does not challenge or extend the learning further. On occasions, the childminder does not open up the discussion with children to support them to share what they already know. Therefore, some activities are not as challenging as they could be.
- The childminder embeds mathematics into the curriculum. Children demonstrate a good understanding of early mathematical concepts and language. As they play, they spontaneously use mathematical language, such as 'big', as they spread their arms and legs out wide to show how big dinosaurs are.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibility to keep children safe. She has a good understanding of procedures to follow if she has concerns about a child's welfare. Children are well supervised by the childminder, indoors and outdoors, and she ensures they remain safe. The environment is risk assessed throughout the day, and the premises are safe and secure. She keeps her safeguarding knowledge up to date by completing regular child protection training. The childminder is aware of the types of abuse and the signs and symptoms to look out for that may suggest a child's welfare is at risk.

What does the setting need to do to improve?

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

- support children to share what they already know and use this information to extend their learning even further
- develop interactions with children further to ensure they are consistently challenged in their learning and development.

Setting details

Unique reference number	EY449472
Local authority	Derbyshire
Inspection number	10276357
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	5
Number of children on roll	5
Date of previous inspection	12 July 2017

Information about this early years setting

The childminder registered in 2012 and lives in Heanor, Derbyshire. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for the week between Christmas and New Year, family holidays and bank holidays. The childminder holds an appropriate level 5 qualification. She offers funded early education places.

Information about this inspection

Inspector
Kate Francis

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 childminder provided the inspector with a sample of key documentation on request.
- The childminder provided the inspector with written comments about her service from parents.
- The inspector observed an activity and evaluated this with the childminder.
- The inspector observed the interactions between the childminder and children.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder spoke to the inspector about children's learning and development.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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