

Childminder report

Inspection date: 22 June 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 are happy in the childminder's care. They move in and out of the house, selecting what they want to play with. Children form strong attachments with the childminder. Younger children turn to her for reassurance and snuggle close to listen to a story about a cat and a rat. They squeal with excitement as they see what is on the next page. Children play together cooperatively and behave well. They develop good physical skills as they make up a game about throwing hoops onto cones. They wait their turn patiently and scream with delight as they successfully land their hoop on the cone. The childminder extends this activity and children identify the colours of the hoops and cones and match them together. They count how many hoops they get on the cone and run safely around the garden to have another go.

Children have a positive attitude to their learning and are eager to join in activities. For example, they thoroughly enjoy playing in the water and washing the dolls. They use their fingers and thumbs and undress the dolls. They squeeze sponges and splash in the water. The childminder talks to the children about their bath time. Older children tell her they like lots of bubbles.

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

- The childminder considers children's interests as she implements the curriculum. She provides activities to help children gain skills and to support future learning. For example, they use scissors well and with control. Children concentrate for long periods as they snip at paper to develop their cutting skills. They build on this activity as they hold pens and draw on the paper they have cut. This develops their small-muscle skills further.
- Overall, the childminder supports children's communication skills. She eagerly gives young children a running commentary during activities. However, in her enthusiasm, the childminder sometimes speaks too quickly as she holds conversations with young children. This means young children do not hear some of the words she says. As a result, the childminder is not fully supporting young children to develop their language skills or vocabulary as much as possible.
- The childminder has strong partnerships with parents. She sends parents photos and comments about what their child is doing so the parent can support their child at home. Parents are happy with the service the childminder provides and say that she gives their child the attention they need and is 'very caring'.
- Children demonstrate good self-help skills and learn to follow daily care routines. All children willingly put their toys away. Older children help to tidy the table and put their rubbish in the bin. They take themselves to the bathroom and know to wash their hands before mealtimes.
- The childminder and her assistant are good role models for behaviour. They

encourage children to take turns and share equipment, for example when they play with the pop-up toy. Children share the watering can and wait to water the flowers. The older children say 'Your turn' to the younger children and show them how to water the flowers. Children use good manners and say 'please' and 'thank you' at mealtimes.

- The childminder finds out about the experiences children have at home. She creates opportunities to broaden their knowledge. For example, children learn about their community and visit local attractions. They listen to the sounds birds make, collect items such as pine cones and twigs, and go on nature walks in woodlands.
- The childminder reflects on her practice and works well with her co-childminder and assistant. She ensures that her assistant is up to date with new ideas and training. For example, the childminder recently attended a course on supporting babies' physical development. She has shared with the assistant some of the ideas on her return, for instance putting babies on their tummies to strengthen their large-muscle skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to recognise signs of abuse and report concerns and allegations. She has robust policies and a good knowledge of safeguarding. She ensures that people in her household and her assistant are suitable. She checks that they understand the procedures in place. The childminder has completed training focused on safeguarding young girls at risk of harm from some cultural practices. Children enjoy a safe and secure environment in which to play. The childminder's home is clean and comfortable. She teaches children how to keep themselves safe, for example to use scissors safely.

What does the setting need to do to improve?

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

- strengthen support for children to help them hear words clearly, to build further on the range of words they know and use.

Setting details

Unique reference number	EY455065
Local authority	Derby
Inspection number	10232910
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 8
Total number of places	6
Number of children on roll	13
Date of previous inspection	9 February 2017

Information about this early years setting

The childminder registered in 2013 and lives in Alvaston, Derby. She operates all year round, from 7.30am until 5.30pm on Monday to Thursday and from 7.30am until 4.30pm on Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 4. She works with a co-childminder and an assistant. 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 childminder and has taken that into account in their evaluation of the setting.
- 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 conversations between the childminder, the co-childminder, the assistant and the children. She considered the impact these have on children's learning.
- The parents spoke to 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 her relevant documentation and evidence of her suitability and that of her assistant.

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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