

Childminder report

Inspection date: 18 July 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 enjoy their time with the childminder, they respond positively to her and to the welcoming environment. Children choose what they want to play with from a wide selection of toys and resources. They are eager to play outside and develop their large-physical skills. They run and leap around the garden. Children confidently climb up the slide, turn round as they balance themselves at the top, and make their way down safely.

Children behave well and demonstrate positive attitudes towards their learning. They willingly take part in activities the childminder plans. This is evident as the children all sit close together and listen to a story about a fish and his family. The childminder involves all the children in this activity, as she asks them questions about the characters in the story. She reads the story with enthusiasm. This helps the younger children to concentrate and the older ones to develop their early literacy skills. The childminder extends the children's learning by suggesting they paint a stone like the fish in the story. The children thoroughly enjoy this. They successfully handle paintbrushes and develop their creative skills, as they each design their own fish. They re-look at the pictures in the book, and one of the children says 'Mine is like this one, blue and small'.

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

- The childminder implements an exciting curriculum. She plans activities to enhance children's future learning taking into consideration their individual interests. For instance, children develop their small-muscle skills as they wash dolls' clothes. The childminder encourages them to rub the clothes clean and squeeze the water out once finished. She supports children to peg the clothes on the washing line to dry. This activity helps children develop strength in their wrists and fingers. As a result, this supports further learning, for example, as children do up zips and hold pencils for early writing.
- The childminder promotes good communication and language skills. She repeats words for younger children to hear the correct pronunciation. She includes them in discussions about topics that she knows interest them, such as animals. She speaks clearly to children, checking that they understand her and encourages them to add words and form longer sentences. She introduces new words for older children to increase their vocabulary and explains the meaning well. For example, children learn new words, such as 'wisdom', 'relax' and 'reflect' while reading a story.
- Children concentrate for long periods of time as they engage in imaginative play. They pretend to buy and sell ice cream at the imaginary ice cream store. Children use the toy till and pass money to each other. However, the childminder does not always further children's learning during these activities.

For example, she does not encourage them to count, or use numbers and mathematical language as they play.

- The childminder encourages children to try new activities and experiences. However, she does not always promote children's independence, as she sometimes completes tasks for them that they could manage for themselves. For example, children are dressed in aprons and the childminder serves them their snacks.
- The childminder promotes positive behaviour. Children follow her instructions well and tidy up resources on request. The childminder frequently praises children and encourages them to share and take turns. This is evident as all children join in watering the flowers and plants. They share the watering cans, and take turns to fill them up.
- Partnerships with parents are strong. Parents comment that the childminder is 'caring and kind' and she shares information about what their children are doing. The childminder keeps parents up to date about changes to her practice and talks to them about their children's learning. This enables parents to support their own child's learning at home.
- The childminder is reflective and finds out about the experiences children have at home. She widens these experiences to help further develop children's learning. Children benefit from various trips to places of interest. For example, children visit 'Conkers'. Here children can explore a different environment. They can investigate items, such as, the water trail, and learn what a rabbit's warren looks like.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding issues. She knows the signs to look out for that may indicate a child is at harm. She understands the procedures to follow if she has a concern about a child's welfare or an allegation is made against her. The childminder completes regular training to keep her knowledge of safeguarding up to date, which includes training on 'Prevent' duty. The childminder supervises children well, and carries out risk assessments to identify and remove potential hazards.

What does the setting need to do to improve?

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

- develop the implementation of the mathematics programme to support children to use number, count and develop their understanding of mathematical concepts
- maximise opportunities for children to do more for themselves and develop their independence skills further.

Setting details

Unique reference number	EY459977
Local authority	Derbyshire
Inspection number	10068865
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	2 to 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	12 May 2014

Information about this early years setting

The childminder registered in 2013 and lives in Swadlincote, Derbyshire. She holds an early years qualification at level 3. The childminder operates all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays, the 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 provider 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 provision.
- 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 sent the childminder testimonials about her service 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 her relevant documentation and evidence of the suitability of the 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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