

Childminder report

Inspection date: 28 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 are happy in this caring childminder's home. They safely move around the room, choosing what they want to play with. The childminder builds positive relationships with the children. Younger children beam with joy as the childminder plays peekaboo with them. Older children delight in her company and chat with her as they play. Children develop their physical skills well. They enjoy moving and dancing around the room. The childminder extends this play and encourages the children to stretch up high and down low and to jump. The children scream with pleasure as they take part in the activity.

Children show high levels of engagement and positive attitudes toward their learning. They follow their own ideas. For example, children use their imagination as they pretend to go on a picnic and celebrate their teddies' birthdays. They decide on the food to take to the picnic. They count the candles and blow them out with great excitement. The childminder extends their enthusiasm for counting and plays a game of skittles with them. The children use small-muscle skills as they roll the ball at the skittles. They shout, 'Yes!' as they knock the skittles down. Older children accurately count how many skittles have fallen down.

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

- The childminder implements a curriculum that considers children's interests. She builds on what the children know and can do to enhance their learning. For example, children love looking at books. The childminder uses this and incorporates storytelling into her daily routine to help develop children's early literacy skills. The children snuggle on beanbags and listen to the stories about a spider and a panda. They repeat the phrases in the book and talk about the characters.
- Overall, the childminder promotes children's language skills well. She gets down to younger children's level and talks about what they are doing. The childminder introduces new words as children play. For example, as older children play doctors, she introduces the words 'temperature' and 'thermometer'. This helps to extend children's vocabulary. However, the childminder does not use questions effectively. She asks questions that require one-word answers. This means the childminder is not fully helping children to extend their speaking skills.
- The childminder supports children to develop their self-care needs. She encourages the children to follow good hygiene procedures. Children know to wash their hands before eating and after using the toilet. However, children are not always encouraged to make healthy choices about what they eat and drink during the day.
- The childminder is a good role model to children. She praises and encourages children, which builds up their self-esteem. The childminder encourages children

to take turns and share the toys. For example, children work well together as they stir the ingredients in the play kitchen to make dinner. They share the play food and take turns adding the food to the bowl.

- Parents are positive about the care the childminder provides. They feel well informed about their children's learning. The childminder sends parents photos of what the children are doing while in her care. She writes summaries of the children's learning and shares these with parents. In addition, the childminder suggests activities parents can do at home to help, such as finding colours in the environment.
- The childminder broadens children's experiences from home and extends their learning. For example, she takes the children to the supermarket and lets them buy items so they can extend their knowledge of using money. The childminder takes children to soft-play centres, so the children can use larger equipment and learn to take risks safely.
- The childminder is committed to improving her skills and knowledge. For instance, she accesses training that helps her to keep up to date with current practice. The childminder has recently completed her level 3 in childcare. This has helped her to develop her knowledge of child development and to plan for the children's individual needs.

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 risk of 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. This includes information on the 'Prevent' duty and female genital mutilation. The childminder's home is safe and secure. She teaches children how to keep safe, for example by encouraging them to help to tidy up so the play space is hazard free.

What does the setting need to do to improve?

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

- develop questioning techniques to encourage children to give more extended responses to questions to help extend their speaking skills
- give clear messages to children that support healthy choices around food and drink.

Setting details

Unique reference number	EY460509
Local authority	Derby
Inspection number	10264369
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	13 June 2017

Information about this early years setting

The childminder registered in 2013 and lives in Derby. She holds an early years qualification at level 3. The childminder operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays, the week at Christmas and family holidays. She 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 childminder.
- The inspector completed a learning walk of the childminder's provision and discussed how the childminder 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 provided written statements 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, including evidence of her suitability.

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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