

Childminder report

Inspection date: 22 February 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children thrive at this safe and welcoming home-from-home setting. They join in singing time, enthusiastically copying actions as they recall the familiar songs. Beaming smiles show that children are enjoying the activity. Props are used to support younger children to choose songs, even children with limited language are engaged. They point to the picture of the song they want, clapping their hands together with joy as the childminder's assistant names the song they have chosen. Children are hearing language and are trying to repeat the words. They make progress. Children's behaviour is good. They take turns beautifully well. Children share equipment with others and they use lovely manners. Children are learning social skills which will help them as they transition to school. Children explore colours as they play. The childminder and her assistant join them, offering support to extend children's learning. The childminder knows the children well and wants them to achieve as much as they can.

The setting is in a rural area and the childminder makes good use of the many opportunities for children to learn about nature. They go for walks in the fields, grow vegetables, and they see many farm animals and wildlife. Children are supported to think, and learn about risks. For example, they decide if it is safe to climb onto a large rock. These skills help children develop confidence and independence. The childminder and her assistant are always on hand to support children. They consider children's safety and supervise the children well.

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

- Parents are overwhelmingly positive about the care their children receive. They say the childminder and her assistant 'go above and beyond,' offering interesting activities and trips out. Parents say their children progress 'in leaps and bounds' when attending. Communication with parents is good, and strong partnerships are developed.
- The childminder and her assistant work extremely well together. Their shared values and agreed targets for children's development gives consistency to children. The children, childminder and her assistant have developed close and loving bonds. Children are happy and eager to learn.
- The childminder and her assistant keep up to date with all mandatory training. They also access additional training to support their teaching and care of the children. For example, a recent course supported their knowledge of allergies, This helps to keep children safe.
- The childminder knows the children well and uses her knowledge of child development to provide appropriate activities. However, on occasion, activities are easily completed and children lose focus. On these occasions, learning is less rapid.

- Trips out are used to help children learn about the differences and similarities in communities and groups of people. Children learn about different generations, and about people who help us. Children extend their experiences of the world and begin to value the people in it.
- Behaviour is modelled well by the childminder and her assistant. Children copy their positive behaviour. They follow instructions well. When children need support, the childminder and her assistant calmly help children to understand their feelings and the feelings of others. Children learn to be sociable and to work together with others.
- Independence is strongly promoted in the setting. Children are encouraged to take care of their own needs. For example, in the garden, children take the initiative to get a towel, to dry the toys before sitting on them. Children develop self-help skills and confidence in their own ability.
- Children hear lots of language as the childminder and assistant interact with them during play. However, sometimes, children are not given time to respond to questions. At these times, children are not developing their thinking skills.
- Outdoors children have opportunities to develop their large muscles. They ride on toys, climb on equipment, and run, jump and balance in the large open spaces. The childminder talks to children about exercise and its effect on their bodies. Children feel their hearts beating faster as they run. They also talk about healthy choices of food as they help prepare their lunch. Children are beginning to develop healthy lifestyles.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good understanding of their role and responsibility in keeping children safe from harm. They have secure knowledge of the signs and symptoms of abuse, and what to do should either of them have a concern about a child's welfare. They keep their safeguarding knowledge up to date by regular attendance on appropriate training. The setting is safe and secure. Play areas are free from hazards, and children are encouraged to think about risks and safety. The childminder and her assistant both hold a current paediatric first-aid certificate.

What does the setting need to do to improve?

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

- provide activities that focus sharply on children's current learning, so children remain engaged and make the best progress they can
- allow time for children to think, and respond in conversations, to further develop their skills in communication.

Setting details

Unique reference number	EY467405
Local authority	Derbyshire
Inspection number	10264245
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 4
Total number of places	6
Number of children on roll	14
Date of previous inspection	8 June 2017

Information about this early years setting

The childminder registered in 2013 and lives in Peak Dale near Buxton, Derbyshire. The childminder works with an assistant. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and is a qualified teacher. The childminder receives funding and offers provision to two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Richards

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector talked to the assistant at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between childminder, the assistant, and children.
- Parents shared their views of the setting with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2023