

Childminder report

Inspection date: 21 March 2024

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. The childminder provides an environment where children can move safely around the home. She reminds children to be careful not to trip over the toys and explains about putting the toys away after they have used them. The childminder provides a range of interesting activities that are tailored to meet children's individual needs. She gives children time to pursue their own interests in an unhurried manner. Children become totally absorbed in their quest to roll play dough to make balls. The childminder shows them how they can use tools to cut out shapes. Children are clearly proud of their achievements as they create gingerbread men. The childminder supports the children to explore the dough further and to develop their own ideas. Children giggle and become increasingly creative as they use their feet to press the dough flat and make footprints.

Children behave well. They listen and respond to the childminder's gentle guidance and instructions. For example, they sit on cushions ready to listen and take part in story time. The childminder ensures that books are easily accessible and builds on children's interest as she reads to them. Children learn new words as they listen to a story about an alien. They help to turn the pages and recognise familiar characters as they point to the pictures. This helps to develop their early literacy skills.

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

- The childminder follows children's interests and understands how children learn through play. She provides a curriculum that helps children learn new skills. For example, the childminder shows children how to hold the pen between their finger and thumb. Children copy her and draw circles and straight lines on whiteboards. The childminder extends these skills well as she encourages them to try and write the first letter of their name.
- The childminder promotes children's communication and language skills well. She gets down to children's level to talk to them and models language. She repeats words and phrases that children say. This helps children to hear the correct pronunciation of words. The childminder asks children a good range of questions, encouraging them to think and reply. This helps to widen children's vocabulary and speaking skills. This is evident as children talk about making drinks, such as 'hot chocolate'.
- The childminder supports children with special educational needs and/or disabilities effectively. She communicates well with other professionals, such as speech therapists, to help meet the children's needs. The childminder understands the procedures for accessing further support from other agencies.
- The childminder has created positive partnerships with parents. Parents are

confident that their children are safe and well cared for. They appreciate the wide range of activities the childminder provides for their children. The childminder gathers information from them before their children start, to help children settle. She sends parents photos of what their child has been doing throughout the day. However, she does not share information with parents effectively about their child's learning to help them support their learning at home.

- Children develop some knowledge of the world around them. For example, they enjoy daily walks and frequent visits to local places of interest, such as a toy museum, to broaden their experiences. However, opportunities for children to learn about lifestyles, cultures and traditions beyond their immediate families are less well planned.
- The childminder supports children's behaviour well. When children have a small dispute over a play dough cutter, the childminder talks to them and explains about sharing the equipment. Children respond positively to the childminder's encouragement and praise.
- The childminder supports children to learn self-care skills well. She encourages children to wash their hands independently before lunch, reminding them to remove the germs. The childminder helps children to open their own yogurt pots and packages. This helps to develop children's independence and their preparation for going to school.
- The childminder accesses training and welcomes support from her local authority adviser. She has made improvements to how the indoor environment is organised. Children have the space they need to play, make choices and develop their own ideas.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children first.

What does the setting need to do to improve?

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

- strengthen partnership with parents and share information about what children are learning, to help parents to support their children's learning at home
- increase the opportunities that support children's awareness of other cultures, traditions and ways of life beyond children's immediate family, to help them further understand the wider world they live in.

Setting details

Unique reference number	EY468436
Local authority	Derbyshire
Inspection number	10311856
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	12 April 2018

Information about this early years setting

The childminder registered in 2013 and lives in Swadlincote, Derbyshire. She operates all year round, from 8am to 5.30pm, Monday to Thursday, except bank holidays and family holidays. The childminder provides funded early education for children aged two, three and four years old.

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 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 invited the inspector 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.
- Parents shared their views of the childminder's provision with the inspector through written statements.
- 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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