

Childminder report

Inspection date: 7 July 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

All children, including those who are new to the setting, show that they feel emotionally secure and happy in the care of the childminder. The childminder sources useful information from parents before children start to attend her setting and uses this to provide a tailored routine that meets their specific care needs. Older children quickly become engaged in learning because the childminder provides activities that she knows they enjoy, such as construction bricks. Children learn about themselves and others as they look at family photos together. The childminder helps children to recognise similarities and differences as they discuss the characteristics of their loved ones. Children notice that some people wear glasses and others do not. This helps children to understand about what makes people unique.

Children are supported to develop healthy lifestyles. The childminder provides them with a balanced snack of fruit and crackers, which contributes to a nutritious diet. She educates children about the importance of good oral health. For example, children role play with toothbrushes, toothpaste tubes and empty mouthwash bottles. They are encouraged by the childminder to share these resources. Babies are building strong leg muscles, which will help them to stand on their own and eventually walk. The childminder supports babies around their waist as they pull themselves up to a standing position. She stays close by to make sure that they are safe when they try to stand independently. All children benefit from playing outdoors, where they enjoy fresh air and exercise. For example, the childminder provides opportunities for children to play in the garden and takes them on outings in the local community.

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

- The childminder has created a learning environment where children can build on their knowledge and skills through playing with their favourite things. Through this, the childminder skilfully teaches children what they need to know. She uses adult-led activities to introduce new learning to children and to close any gaps in their development.
- The childminder is passionate about her professional development. She regularly undertakes relevant training to enhance her practice. The childminder and her co-childminder work well together as a team. They frequently reflect on their work and evaluate the impact their provision is having on children's learning and development. The childminder seeks the views of parents and acts on any suggestions that they have. She strives to continually improve children's experiences.
- The childminder successfully promotes children's love of books. Storytelling is a key part of the daily routine. The childminder teaches children about who the

author and the illustrator are. When children sit down to share a story, they correctly identify that the book they are about to read is a paperback. Children are gaining essential knowledge to support their literacy development.

- The childminder is helping children to learn the skills they need to get along well with others. Through playing board games, children learn to take turns. They begin to understand the importance of following instructions and rules. The childminder is shaping children's characters in a positive way. She promotes tolerance and respect. She arranges visits from a local police officer to reinforce this teaching and to help children to understand why these attributes are so important.
- The childminder has considered ways of promoting children's independence. For instance, she asks children to put on their own shoes before playing outside. The childminder aims to further support children's independence at mealtimes. However, occasionally, children struggle because the childminder has not considered the best ways to support this learning. For example, children try to butter their own crackers at snack time. However, they find it difficult to position themselves because they are sitting on the floor, with their snack between their legs.
- The childminder understands the stages of child development and knows that children need to have secure attachments with their caregiver and peers before their learning can flourish. Babies settle quickly because of the flexible transition processes in place when they first start. The childminder is attentive to children's care needs. Babies are comforted through the cuddles that they receive. The childminder is quick to respond when children are toilet training, which supports their health and hygiene.
- The childminder successfully differentiates activities so that the curriculum is accessible to all. She involves babies in all activities and adapts her teaching accordingly. However, sometimes, the childminder has too many learning intentions for babies and occasionally loses focus of core skills, such as communication and language development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound knowledge and understanding of child protection. She can recognise when a child may be at risk of harm in their home or community. The childminder knows where and how to report any concerns she may have. She knows how to respond if she has concerns about the conduct of her co-childminder. The childminder follows safer sleep practices. She closely supervises children while they eat. The childminder uses robust risk assessments to make sure that the environment in which children play is free of hazards. The premises are secure.

What does the setting need to do to improve?

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

- adapt the organisation of snack time to better support children's developing independence skills
- focus teaching for younger children even more so on their emerging communication and language skills so that they can make rapid progress in this area of their learning and development.

Setting details

Unique reference number	EY473338
Local authority	Derbyshire
Inspection number	10289435
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 4
Total number of places	18
Number of children on roll	15
Date of previous inspection	24 November 2017

Information about this early years setting

The childminder registered in 2014. She works from premises in Ilkeston, Derbyshire. The childminder operates from Monday to Friday, all year round, except for bank holidays and family holidays. On Monday, Tuesday and Wednesday, the childminder operates from 7.30am to 6pm. On Thursday, she operates from 7.30am to 5pm. On Friday, she operates from 7.30am to 4.30pm. The childminder holds early years professional status. She works alongside a co-childminder and two assistants, at varying times.

Information about this inspection

Inspector
Charlotte Whalley

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 childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about how she organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- Children interacted with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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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