

Childminder report

Inspection date:

29 September 2021

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 keen to explore the childminder's home, and the toys and equipment she offers them. They show a positive attitude to new experiences. For example, children develop their knowledge of how magnets work. Children copy the childminder; they pull magnets apart and slowly bring them back together. Children smile and say that the magnets 'jump together'. Children learn to count during daily routines, such as snack time. For instance, when two-year-olds point to watermelon in their bowl, the childminder asks them, 'how many pieces do you have?' When children count to four, the childminder counts with them again to five. Children play cooperatively with their friends. For instance, they play a game of hide and seek and squeal with excitement when they find children hiding behind a sofa. This also shows that children feel safe.

Children learn how to share and take turns. One example of this is when two children want to ride on the same scooter outdoors, they are supported to understand that they cannot both ride it at the same time. Children receive praise from the childminder for sharing, she says, 'caring is sharing'. When children have their nappies changed by the childminder, it is a positive experience for them. They giggle and laugh with the childminder when she tickles their toes, wrists and elbows. Children copy and tickle the childminder's neck. This shows the positive relationship children have with the childminder.

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

- The childminder extends her professional development. For instance, she views online courses and reads articles in childcare magazines. This helps to extend her understanding of how to support children's development. One example of this is to support children to learn early mathematical skills in preparation for future learning, such as to use shapes in their play. For example, she introduced different shaped cartons and containers, such as cardboard tubes, to a role play area. Children put cardboard tubes to their eye and look through it to view the environment through a circle.
- The childminder takes account of the children's interests and has a clear intent for what she wants them to learn. She makes ongoing observations and assessments of children's achievements and progress. She structures her curriculum to support and build on what children already know and can do. One example of this is to develop children's communication and language skills. When the childminder asks children questions, she gives them plenty of time to respond. This gives children time to think and consider their responses. When children mispronounce words and phrases, the childminder repeats them so children hear the correct pronunciation of words.
- Through discussions with parents, the childminder is aware that some children

have limited opportunities to go for walks. This is because their main form of transport is to travel in a car. Because of this, the childminder ensures that she takes children for walks locally, for instance, to look at nature and to take older children to school. This helps children to build their energy levels and to improve their physical stamina.

- Parents comment positively about the care children receive when they are with the childminder. They say that she 'makes children feel at ease' and that each child is 'individually important to her'. Parents appreciate the messages, photographs and verbal feedback they receive about their children's daily routines and learning.
- The childminder encourages children to learn about the importance of how they can take care of their teeth. For instance, she reads them a story about going to a dentist and holds discussions with children about their toothbrushes at home.
- The childminder actively encourages children to show positive behaviour. For instance, she shows children pictures that supports them to understand what will happen first and then next. This helps children to manage their own feelings when the daily routine changes.
- The childminder reminds children to take off their coats and shoes when they enter her home to promote their independence. However, she carries out some tasks during the day that children could do on their own, such as to manage their self-care needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder carries out risk assessments in her home. This helps her to provide a safe environment for children to play. She has a fence to stop children accessing some of her garden on their own. This is because this area includes large climbing equipment. The childminder knows that she needs to be close to children when they use this equipment to promote their safety. The childminder understands the signs that may suggest a child is at risk of harm. This includes her ability to recognise if children or families are being drawn into extreme behaviours and beliefs. She has a good knowledge of the procedure to follow if she has any concerns about children's safety.

What does the setting need to do to improve?

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

- provide more opportunities for children to develop their self-care skills.

Setting details

Unique reference number	EY477081
Local authority	Derbyshire
Inspection number	10075913
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 11
Total number of places	6
Number of children on roll	14
Date of previous inspection	6 May 2016

Information about this early years setting

The childminder registered in 2014 and lives in Hasland, Chesterfield. She operates all year round, except for bank holidays and family holidays. She provides care from 7.30am to 5.30pm Monday to Thursday, and on Friday from 7.30am to 9am and from 3pm to 5pm. The childminder holds an appropriate level 3 qualification.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She reviewed a sample of documentation and evidence of the suitability of persons living in the household.
- Written feedback from parents was reviewed by the inspector, who took account of their views.

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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