

Childminder report

Inspection date:

28 March 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are deeply engaged and stimulated in the well-organised childminder's home. The childminder places a strong emphasis on encouraging children to use open-ended resources to enhance their experiences. Children use chiffon scarves to cover their faces and play hide and seek. They then use a scarf to represent a pond for farm animals. They learn about using resources imaginatively and creatively.

Children freely access toys and activities which are at low level. They show detailed recall of past activities they and other children have been involved in. The childminder consistently promotes children's language. She explains to the children that a jelly and straw activity helps them use their 'pincer grips'. Children move their finger and thumb together to show what this means.

The childminder encourages children to problem-solve and develop their critical-thinking skills as they experiment with ice and water. They use various items, including different-sized containers and pipettes. Children think carefully about what to use and the amounts of water needed to make the ice melt. The childminder explains they will need to return to the activity to see the effect. Children are thrilled when they see the ice reveals the plastic monkeys inside.

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

- The childminder's curriculum is based on children's interests and offers a balance of child- and adult-initiated activities. She helps children to make good progress in their learning. The childminder offers a breadth of opportunities for children to practise their physical skills and refine their coordination skills. Children confidently manipulate play dough, pour gravel stones between containers and make precise snips on the edge of paper, using scissors.
- The children and the childminder attend forest school sessions. The children learn about the natural world around them. They develop their curiosity and sense of awe and wonder as they explore the wooded areas with wildflowers, sticks, stones and nettles. Children have the opportunity to relax as they swing in hammocks.
- The childminder takes a balanced approach to risk assessment. Children make informed judgements about their safety. They play outside in the rain. As they move down the slide, the childminder encourages them to turn around carefully as it is slippery. Children wear appropriate clothing for playing outside.
- Children develop a love of books. They listen attentively as the childminder reads to them. They ask her questions about the animals in the book. Children repeat words back. They learn about small-group discussions and develop their listening skills.

- Children are becoming independent. For example, they pour themselves water to drink. The childminder says, 'I'm super proud of the way you have poured that, well done.' Children fetch their lunch boxes to bring to the table, wash and dry their hands and wipe down the tablecloth. They are confident and know the daily routines.
- Children behave exceptionally well given their age and stage of development. The childminder uses distraction techniques. She is consistent and calm. The childminder helps children to understand why they are expected to behave in certain ways. She tells children that we prefer to use the word 'pardon'. Children learn polite, respectful ways of speaking.
- The childminder respects and meets children's cultural and dietary requirements. She promotes oral hygiene with the children and will signpost parents to a dentist if they are not registered with one.
- The childminder uses factual information to teach children about their differences. The children learn about the different structures of each other's families. The childminder encourages children to learn how to respect each other. She checks with parents and carers how they prefer to be addressed.
- Parents comment on how happy they are with the provision the childminder offers. They express their gratitude for all the amazing experiences the childminder gives to their children. They say that their children share the childminder's love of nature, which she actively promotes.
- The childminder is passionate about developing her practice. She reflects on her practice and regularly makes changes following training she receives. The childminder values the contact she has with the local childminding network, where she is able to share her own practice and learn from others.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding children is a high priority. The childminder has a secure knowledge and understanding of the procedures to follow should she believe a child is at risk of harm. She has a clear understanding of the 'Prevent' duty and is alert to signs that would give her cause for concern. The childminder keeps her safeguarding knowledge up to date through local authority leadership and management meetings, and she updates a contact list she has displayed. The childminder encourages children to be aware of risks in their everyday play, indoors and outdoors, taking a balanced approach and giving them opportunities to make informed, independent decisions about their safety.

Setting details

Unique reference number	EY485093
Local authority	Derbyshire
Inspection number	10264742
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 3
Total number of places	6
Number of children on roll	11
Date of previous inspection	23 June 2017

Information about this early years setting

The childminder registered in 2015 and lives in Dronfield Woodhouse, Derbyshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector
Angela Eden

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 inspector observed the interactions between the childminder and the children.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke to children to find out about their time at the setting.
- The inspector took account of the views of parents from written comments.
- The childminder provided the inspector with 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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