

Childminder report

Inspection date: 23 February 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

Children enjoy their time at the childminder's home-from-home setting and have strong bonds with her. New children settle quickly. They crawl over to the childminder and reach out for cuddles when they are tired, showing they feel safe and secure. Children behave well. Older children react positively to tasks they are asked to complete, such as tidying up toys before lunch. The childminder encourages children to use their manners. She reminds children how they can stay safe when out in the community. For example, she encourages them to look out for cars before they cross the road.

Children develop their physical skills as they enjoy a walk to the park. Older children are encouraged to explore the different play structures around them, such as swings and slides. They giggle with delight as they shout 'you can't catch me' as they run off and the childminder chases them. Younger children smile as they learn to walk. The childminder holds their hands as she gently guides them around. Children cuddle up to the childminder as she reads them a story. She praises older children as they remember phrases from the story, and encourages younger children to turn the pages of the book. This supports children's communication and language development and helps them to develop a love of books.

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

- Parents are happy with the care their children receive. They report the childminder keeps them up to date about what their children are learning and how they are developing. She gives advice when needed. Parents say their children have developed good social skills since attending.
- The childminder is aware of the importance of sharing information with other professionals. For example, she liaises with other childminders who care for the same children, making them aware of their next steps in learning. This promotes continuity of care. However, she has not yet fully implemented ways she can support children's transition to other settings.
- The childminder is reflective of her practice. For example, she wants to extend her knowledge about how she can support children with additional needs. She makes sure her mandatory training is up to date, such as paediatric first aid.
- The childminder has a good knowledge of child development. She plans activities that cover all areas of learning, and uses children's interests to engage them in play. For example, children explore toy animals in a tray filled with straw. Older children confidently tell the childminder what animals they can find. Younger children babble back to the childminder as she models sounds that animals make. The childminder creates next steps in learning to help children progress in their development.
- The childminder encourages children to share their existing knowledge and to

recap past learning. For example, older children discuss the size and colour of pegs. The childminder encourages them to copy a pattern by placing pegs in the same order on a board. Children confidently tell the childminder how many pegs they have and what colour they are. They shout 'wow that's big' as they place a large peg in the board. However, at times, the childminder does not stretch and challenge children's learning as much as she could do. For example, she does not challenge them to count further than they already can.

- Children show their developing independence skills as they put their own coats on before going for a walk. The childminder encourages them to keep trying as they do their zips up. The childminder promotes a positive hygiene routine. She talks through the stages of washing hands as children get ready for lunch. Children say 'I got bubbles' as she reminds them they need to use soap to wash off the germs from the park.
- Children learn about different emotions as the childminder asks them how they are feeling. She uses words such as happy and shy, and encourages them to look at different faces to match the words. Older children show friendly behaviour towards younger children. For example, as they get ready to go to sleep, they lean over and give younger children a kiss on the cheek saying 'goodnight'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the different types of abuse children could be subjected to, including the signs and symptoms of female genital mutilation. She completes safeguarding training to help keep her knowledge up to date. The childminder is aware of the professionals she needs to report concerns to about children and how to respond if an allegation is made against anyone living on the premises. This enables the childminder to keep children safe from potential harm.

What does the setting need to do to improve?

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

- develop practice and knowledge further about how to prepare children for transitions to other settings
- stretch and challenge children's learning further during activities and interactions.

Setting details

Unique reference number	EY485279
Local authority	Derby
Inspection number	10264152
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	6 June 2017

Information about this early years setting

The childminder registered in 2015 and lives in Alvaston, Derby. She operates all year round from 8.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder has a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Natalie Vaughan Prosser

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 childminder showed the inspector around the areas of her home used for childminding. The childminder discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector looked at relevant documentation, including the childminder's first-aid certificate.
- The inspector spoke to children and parents during the inspection and took account of their views.
- The childminder and the inspector carried out a joint observation of an activity.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.

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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