

Childminder report

Inspection date: 23 March 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

The childminder provides a safe and welcoming environment for children to play and learn in. Children settle well and enjoy the company and attention the childminder gives them. They respond positively to the interesting play and learning experiences the childminder plans for them. The childminder provides opportunities for children to practise using the skills and knowledge they have gained from past learning. When they play, she encourages children to remember some of what they have learned about colours earlier in the day. For example, when they play in the garden, children name the colours of the flowers they can see.

Children have the freedom to choose where they want to play and what they want to play with. They become engrossed in their play, and with careful interaction from the childminder, they are introduced to new ideas and concepts. In the garden, with guidance and reminders from the childminder, they learn how to walk on uneven ground and climb safely on low-level objects. Young children are beginning to learn to share and take turns. The childminder helps them to understand that they sometimes have to wait for her attention, for example, when they all want to sit on her knee for a story.

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

- Children benefit from a well-considered curriculum. The childminder has a clear vision of what she wants children to know, understand and be able to do in readiness for school. She takes time to find out about what children know and can do through information gained from parents and her own observations. She identifies appropriate individual next steps in learning for each child, and skilfully incorporates these into her daily plans.
- The childminder has a strong understanding of how young children learn and develop. She understands how to build children's skills and knowledge in small steps. For instance, young children receive encouragement and support to get outdoor clothes on, while slightly older children make good attempts to do this for themselves. They confidently ask for help if they need it.
- The childminder has a sharp focus on developing children's communication and language. She supports children to be able to make their needs known and seek help if they need it. The childminder models good communication as she speaks to children. She talks in a clear voice using single words and short, well-constructed sentences to help children to develop clear speech and useful communication skills.
- The young children in the childminder's care are beginning to develop their social skills. The childminder is consistent in how she approaches managing children's behaviour. She explains in calm, simple terms what the situation is

and how they can resolve any disputes with each other. The childminder's approach is positive, and she acknowledges the children's feelings of being upset or frustrated. There are times when early years children use words to describe the behaviour of others in a negative way. The childminder does not always act swiftly enough to tackle this to help the children to understand how this might affect someone's feelings.

- Feedback received from parents about the childminder's care for their children is overwhelmingly positive. Parents comment on the good quality information they receive about what their child does with the childminder and what they have been learning. Parents appreciate the support they have from the childminder that helps them to continue their children's learning and development at home.
- The childminder seeks out development opportunities for herself. She identifies areas where her skills or knowledge might be better and actively addresses this. She has enhanced her knowledge and understanding of specific aspects of safeguarding and is seeking further training on how to make the best use of her garden to enhance children's experiences.
- With support from the childminder, children persevere with their self-chosen tasks. They use coloured, see-through tiles to look at their surrounding environment. They delight in seeing the change of colour that the tiles create. Children extend the activity further, to find out what happens if they choose a solid object, such as a plate, to look at through the tiles. In the garden, the childminder shows children how to be gentle with plants, look carefully for insects and encourages them to feel how the wet moss and mud feels under their feet and on their fingers. Children return to the childminder at regular intervals to share their excitement with her.

Safeguarding

The arrangements for safeguarding are effective.

The childminder takes appropriate action when she identifies that children may be at risk of harm. She works positively with other professionals that are involved in children's lives, such as social workers. The childminder understands the signs that children or their families may be involved in harmful activity, such as county lines or developing extremist views. She knows what to do and who to report any concerns to, including any allegations that may be made against her or a member of her family. The childminder uses risk assessment effectively to provide children with safe and secure care.

What does the setting need to do to improve?

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

- work with children and their families to help them to understand the effects of negative language when it is used to describe children's behaviour.

Setting details

Unique reference number	EY485677
Local authority	Derbyshire
Inspection number	10264862
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 11
Total number of places	6
Number of children on roll	18
Date of previous inspection	28 June 2017

Information about this early years setting

The childminder registered in 2014 and lives in Wingerworth, Derbyshire. She operates all year round, from 8am until 6pm, Monday to Friday, except for bank holidays and family holidays. She offers places to children in receipt of early education funding.

Information about this inspection

Inspector
Joanne Smith

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 this into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure those are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her provision and the aims and rationale for their early years curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children communicated with the inspector throughout the inspection.
- Inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- Parents shared their views of the childminder through written statements and the inspector 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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