

Childminder report

Inspection date: 19 February 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy, settled and confident in the childminder's safe and secure environment. They benefit from the childminder's modelling of expected behaviours and how she sensitively helps them to learn how to share toys and resources. The childminder uses consistent behaviour support strategies to help children when they have difficulty regulating their emotions. On the whole, children behave well.

Children are self-motivated and curious learners. They display positive attitudes to learning and keep on trying even if activities are challenging. Children make good use of the childminder's garden to focus their learning. They dig in the soil and are aware to be careful not to 'crush the purple crocus flower'. Children confidently climb on tree stumps and peep over the fence to look for the neighbours. They delight in taking a risk as they jump down from 'high up'.

Children learn through their senses. They explore a range of different resources to stimulate imagination and investigation. Children explore different textures and scents as they add fresh lemon and orange juice to flour and water. They use a variety of scoops, spoons and pipettes to mix and move the gloop around. These tools help children develop their small muscles as they build on their developing coordination skills. Children describe the mixture as 'sticky' and 'fizzy'.

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

- The childminder has good knowledge of early years development and uses this to plan stimulating activities across all areas of learning. She creates a curriculum that builds on what children already know and can do. The childminder knows the children well and understands what she needs to do to help them move on to the next stage in their learning. She identifies any gaps in children's learning and plans focused activities to ensure they make good progress. However, on occasion, the childminder does not make the most of these learning opportunities to provide children with even more opportunity to explore and test out their own ideas.
- The childminder is aware of the experiences that children have at home. She uses this information to broaden their learning. Children have frequent opportunities to visit places of interest in the local and wider community. They enjoy riding in a shopping trolley at the supermarket and playing in the snow at the Snowdome. Children benefit from regular outings to playgroups and soft-play centres. This helps to build on children's confidence in social settings.
- The childminder works hard to form positive partnerships with parents. She updates them daily on their child's care and learning and gains information about what children are doing at home. However, she has not fully considered how she can support parents to continue their children's learning at home to

ensure continuity in children's development.

- The childminder evaluates her practice successfully. She has recently developed her outdoor play provision and has plans in place to extend this further. Parents have opportunities to share their views through discussion and written feedback. They comment that they are 'extremely happy' with the care their child receives and say that their children love their time with the childminder.
- The childminder promotes children's healthy lifestyles well. She provides children with nutritious snacks and drinks. Furthermore, she makes full use of opportunities to develop children's ability to manage their own self-care skills independently. Children help with tasks that are appropriate to their age and stage of development. For example, they learn to tidy away toys and resources.
- The childminder accesses training to develop her teaching skills and knowledge. She recently learned new strategies to support children's communication and language development. The childminder helps children to develop strong vocabulary skills. She models complex vocabulary well, asks purposeful questions and encourages children to think and respond. Children use quite complicated sentences from a young age.
- Effective procedures are in place to share relevant information with other early years settings that children attend, and to pass on information when children move on to school. This helps to provide continuity in children's learning.
- The childminder provides experiences for children to learn about diversity and the wider world within her curriculum. Recently, children have learned about Chinese New Year and Burns Night. They enjoyed opportunities to try new foods. Children's artwork is displayed on walls which enables them to recall these special events.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of how to keep children safe from harm. She can recognise the signs and symptoms of possible child abuse. The childminder knows the procedures to report any concerns she may have regarding a child's welfare. The childminder is aware of the duty to prevent children from being drawn into situations that may put them at risk of harm. She ensures that she refreshes her safeguarding training on a regular basis. The childminder maintains a relevant first-aid qualification. This enables her to respond appropriately in the event of an accident or emergency.

What does the setting need to do to improve?

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

- improve opportunities to extend children's problem-solving skills and encourage them to think, predict and test ideas

- provide even more ideas to help parents to support and extend children's learning at home.

Setting details

Unique reference number	EY546523
Local authority	Derbyshire
Inspection number	10103869
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	0 to 11
Total number of places	5
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Chesterfield, Derbyshire. She offers care Monday to Thursday, 7.30am until 6pm. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Dawn Barlow

Inspection activities

- The inspector and the childminder completed a learning walk around the setting. They discussed how the environment is organised and how the curriculum is planned to support children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.
- The inspector checked evidence of the suitability of the childminder and other household members and looked at relevant documentation.

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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