

# Childminder report

---

Inspection date: 4 February 2020

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Inadequate
--	------------

## What is it like to attend this early years setting?

### The provision is good

Children are happy and content while in the care of the childminder and have fun together. They laugh and cheer as they successfully stack shapes in a tower without it toppling over. Children behave well during routines. For example, during mealtimes, children have placemats with pictures of people known to them. This contributes to their emotional well-being.

Children's learning is supported well by the childminder. She has high expectations for their achievements and understands how to assess their development. As a result, she supports them to make the progress they are capable of. Children show the childminder what they would like to do. For example, they point to a book on the shelf that they would like to read with her. Children are learning how to enjoy safe play. The childminder gently explains to children why they should not climb on the furniture. Children listen and understand these boundaries and respond appropriately to her. She gives them praise and encouragement for this, and this builds children's self-esteem.

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

- The childminder knows what children need to learn next. She plans and adapts activities that cover all areas of learning and builds on children's knowledge, ready for their next stage of development. The childminder supports young children's communication and language skills well. For example, she provides a narrative to their play and sings nursery rhymes with them. Children happily sing along with her and perform the actions to 'incy wincy spider'.
- Since her last inspection, the childminder has addressed all actions raised, which has improved the quality of her provision. She makes sure children's welfare is promoted and records important information about children in her care, for example their times of attendance, medication and any accidents or incidents they have. However, the childminder has not made sure her certificate of registration is displayed. This is a breach of the requirements of the early years foundation stage, but has no impact on the care and learning provided to children.
- The childminder regularly shares information with other settings that children attend. As a result, children benefit from consistency in their development across different providers. The childminder keeps parents up to date with their children's development. She gives parents ideas to help support their children in their learning at home. For example, she has provided parents with information books about how to prepare children for using the toilet. This helps children to gain the skills needed for when they start school.
- The childminder keeps her professional development up to date by attending appropriate childcare courses. This has helped her gain a deeper understanding

of what children like to do and how they like to learn. For example, she has provided children with various-sized cardboard boxes, which they incorporate into their play. Children are interested in putting play equipment into the boxes and working out why large toys will not fit into small boxes. This helps to trigger children's curiosity and improve their problem-solving skills.

- The childminder provides children with suitable experiences to support their development. She provides them with opportunities where they can use their imagination and develop the strength in their hands, ready for the next stage in their learning. For example, she encourages children to use rolling pins and cutters on an imaginary piece of dough. At times, the childminder does not fully extend children's experiences or broaden their opportunities.
- The childminder supports children to learn about different cultures and celebrations. For example, children learn about a variety of festivals throughout the year, such as Diwali, Christmas and Easter. This gives children the opportunity to learn about other traditions and life in modern Britain.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder confidently describes the signs and symptoms of child abuse. She knows how to share any concerns she may have about children in her care with the relevant child protection agencies. The childminder knows how to respond to any allegations of abuse or harm made about herself or anyone else living or working on the premises. She completes regular checks of the home and garden to make sure there are no risks to children's safety. This means that children in her care are appropriately protected from harm.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
ensure the certificate of registration is displayed at all times.	01/03/2020

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

- extend the opportunities to enhance children's play, through discussion, resources and activities, to enrich their learning experiences.

## Setting details

<b>Unique reference number</b>	EY266741
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10120711
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	20
<b>Date of previous inspection</b>	5 August 2019

## Information about this early years setting

The childminder registered in 2003 and lives in Newhall, Derbyshire. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 6.

## Information about this inspection

### Inspector

Caroline Clarke

### Inspection activities

- The inspector discussed with the childminder how she organises the play and learning experiences she provides for children.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector spoke with children during the inspection. She held a meeting with the childminder and reviewed a sample of documents, including attendance and accident records.
- The inspector viewed all areas used to care for 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2020