

Childminder report

Inspection date: 11 January 2022

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 make good progress and have a positive attitude towards learning. They benefit from a stimulating environment and a good range of learning experiences. Children are eager to join in with planned activities and welcome the childminder into their play. The childminder has a good understanding of each child's interests and personality. She uses this information to cater to their changing needs. Children are happy and settle well. The childminder has high expectations for children's behaviour. She acts as a positive role model to support them to share. For example, she encourages children to build a tower together and praises them for their kindness. Children learn to play cooperatively and develop friendships.

Children are confident communicators. The childminder ensures that children are exposed to new words and helps them to express themselves. For instance, babies babble and make sounds back and forth with the childminder; this supports early conversational skills. Toddlers confidently take part in discussions about their play, and the childminder offers a consistent narrative to allow children to hear lots of words being spoken. The childminder asks children questions and gives them time to think and answer. Children are eager to take part in familiar nursery rhymes and songs. Babies eagerly join in with the actions and toddlers sing energetically.

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

- Children demonstrate good imaginative skills and lead their own play. For instance, toddlers play with dolls and talk to them as though they are real babies who are sick. They carefully feed, dress and put the 'babies' to bed. They demonstrate care as they stroke the dolls heads, telling them not to worry and that it will be ok. The childminder stretches children's understanding by asking if the baby is unwell and what they need to do to make the baby better. This encourages the children to further use their imagination and be creative.
- The childminder promotes children's independence very well through daily routines. For example, all children lead their own play, feed themselves at mealtimes and fetch their own water when thirsty. Toddlers proudly tidy up toys during key routine changes in the day, asking for help when they need it. Children develop skills they will need later in life and this gives them a sense of achievement.
- Children have many opportunities to strengthen the muscles in their upper bodies and hands. This helps them to make marks, paint and use scissors. Babies use their fingers to dab paint and toddlers attempt to use scissors to cut paper. However, although the childminder knows what children need to learn next, occasionally, her teaching does not focus on this. Therefore, children do not always get the input they need to gain the most from the activity.
- The childminder extends children's experiences by providing opportunities that

they may not get elsewhere, such as caring for animals. Children excitedly describe the 'incubator' that is keeping the chicken eggs warm until they hatch, and talk about the care of the pet tortoise. Parents praise the variety of activities provided by the childminder. They say they value the importance of these early experiences in helping children learn about the world around them.

- The childminder provides healthy meals and snacks for the children. She provides them with fresh drinking water, speaks to parents about healthy eating and encourages children to wash their hands before meals. However, the childminder does not consistently use hygiene routines to support children's learning of handwashing or use mealtimes to help children to understand the benefits of eating well.
- The childminder is well qualified. She regularly attends training courses to keep her knowledge current. The childminder continually reflects on her practice and identifies that she wants to learn more about supporting imaginative play outside. She has recently expanded what the children have access to by joining weekly forest school sessions. The childminder regularly talks to children, other professionals and parents to help her improve her practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a comprehensive knowledge of all aspects of safeguarding. She has in-depth knowledge of the signs of abuse and wider aspects relating to safeguarding. The childminder is clear on her responsibilities to protect children from harm and act on any concerns she may have. She recognises the importance of keeping up to date with training and further extends her learning through research. The setting is secure, and the childminder supervises children well to ensure they are safe as they play and explore. She has relevant documents and policies, including the daily undertaking of risk assessments to assess potential hazards and minimise these.

What does the setting need to do to improve?

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

- focus activities and teaching more precisely on the learning intentions and what children need to learn next
- help children to understand the purpose of hygiene routines and the benefits of eating nutritious food.

Setting details

Unique reference number	208099
Local authority	Derbyshire
Inspection number	10072541
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 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	9 May 2016

Information about this early years setting

The childminder registered in 2000 and lives in Unstone, Dronfield. She operates her provision all year round, from 7am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector
Susan Hyatt

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 provider and has taken that into account in their evaluation of the childminder.
- A tour of the childminder's home was completed to make sure that all areas used by children are safe.
- The inspector and the childminder had a learning walk to understand how the curriculum is organised.
- A joint evaluation of an activity was carried out by the inspector and the childminder. The inspector held discussions with the childminder and evaluated how well she assesses children's progress and plans for the next steps in their learning.
- The inspector held a meeting with the childminder. She looked at relevant documentation, including evidence of the suitability of persons living or working in the household.
- The inspector took account of written feedback provided by parents and held conversations with children during the inspection.

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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