

Childminder report

Inspection date: 18 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 are happy and show they are comfortable in their surroundings. They snuggle close to the childminder and enjoy her company. Children play well together and learn to take turns. This is evident as they play together with the building bricks. They sort the bricks into colours and carefully build towers. Older children say, 'my turn, your turn', as they build the towers higher. Younger children giggle and laugh as the towers fall down. This enthralls them to build a tower again.

Children have a positive attitude to their learning. They relish playing outside and run around the garden, screaming with delight as they pedal tricycles safely. They are eager to join in with suggestions from the childminder to feed the birds. They negotiate the steps to the top of the garden, being careful not to slip. The childminder encourages the children to remember to feed the birds. They excitedly talk about seeing the robin with his red tummy. Children's knowledge about animals is extended. The childminder talks to the children about the birds needing food in the winter. She also introduces the word 'hibernating' to help broaden children's range of vocabulary.

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

- The childminder is reflective about her practice and makes improvements to develop her setting. She has put a gazebo outside. This enables the children to play outside in all weathers. Children who prefer to play outside now have more opportunities to do so. The childminder has taken appropriate action regarding the recommendation from her last inspection. She now talks to parents about their children's learning on a regular basis.
- The childminder has a good understanding of how children learn. She observes children's play to understand their starting points, interests and learning styles. She uses this information to assess where children are in their development. The childminder then plans activities and experiences to help children to progress in their learning. For example, the childminder supports older children's mathematical skills. She encourages children to count how many cars they have, compare the sizes of the cars and decide which car goes the fastest.
- Parents are complimentary about the childminder and the service she provides. She sends home messages and photos of children. She talks to parents at drop off and collection times. Parents comment back and tell her about the experiences the children have at home. This helps the childminder to provide continuity of learning and care. The childminder widens the experiences the children have at home. For example, she provides new opportunities for children who do not have gardens. She takes them to visit parks and woodlands. Children learn to grow plants, such as sunflowers, in her garden.

- The childminder is a good role model for positive behaviour. She sets clear age-appropriate and consistent boundaries for children. For example, as children become loud inside and shout, the childminder reminds them to use quiet voices inside. Children use good manners and learn to say please and thank you at appropriate times.
- The childminder supports children to develop their independence skills, overall. Children move around the rooms and outside, choosing what they wish to play with. However, the childminder does not use all opportunities to further these skills. She puts on older children's coats and shoes and wipes their noses for them. As a result, children are not fully developing the range of independence skills they need to learn in readiness for school.
- The childminder plans activities to help children develop their creative skills, such as decorating biscuits. Children use their small-muscle skills as they squeeze out icing from the tubes. However, at times, during these activities, the childminder tells the children what resources to use and how to use them. Consequently, the children are not exploring the resources on offer for themselves or expressing their own ideas.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role in safeguarding children. She has a secure knowledge of the signs and indicators of harm. The childminder knows how to report any concerns to the appropriate professionals. The childminder regularly attends safeguarding training to keep up to date with recent issues. She has a good understanding of the risks associated with extreme views and practices, and the effect these could have on children. The childminder completes thorough risk assessments for her home to ensure children play in a safe and suitable environment.

What does the setting need to do to improve?

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

- help older children to develop their self-care skills in readiness for school
- support and encourage children during planned activities to explore the resources for themselves, so they can express their own ideas and develop their creative skills.

Setting details

Unique reference number	260151
Local authority	Derbyshire
Inspection number	10062480
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	2 to 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	10 September 2015

Information about this early years setting

The childminder registered in 2002 and lives in Riddings, Derbyshire. She holds an early years qualification at level 3. The childminder operates all year round from 6.30am to 6pm, Monday to Friday, except for bank holidays, the week at Christmas and family holidays.

Information about this inspection

Inspector

Jan Hughes

Inspection activities

- This was the first routine inspection the setting 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 provider.
- The inspector completed a learning walk of the childminder's provision and discussed how she organises and implements her curriculum.
- The childminder took part in a joint observation with the inspector. The inspector considered the quality of education during activities and the impact this had on children's learning.
- The children spoke with the inspector and invited her into their play at appropriate times throughout the inspection. The inspector observed interactions and the conversations between the childminder and the children and considered the impact these have on children's learning.
- The parents completed emails that they sent to the childminder so the inspector could take into account their views.
- The inspector had a discussion with the childminder about her training and how she evaluates her practice.
- The childminder showed the inspector her relevant documentation and evidence of the suitability of the childminder.

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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