

Childminder report

Inspection date: 6 April 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 appear happy and confident. They move around the spacious room negotiating the furniture, and enjoy throwing and kicking softballs safely to the childminder. Children stomp vigorously like elephants, as they sing a song about the jungle and snap their hands together like crocodiles, saying 'snap, snap, snap'. Children actively explore the environment and join in the activities on offer. They show good levels of concentration as they engage themselves in their chosen activities. For example, young children collect small plastic bears and carefully place them into bags; once their bags are full, they empty them and start all over again. They try to recall the colours as the childminder offers them gentle reminders. The childminder extends this learning as she begins to count the bears, introducing early mathematics to the children.

Children demonstrate a delightful attitude to their learning and behave well. They form close attachments with the childminder, who responds to their needs in a positive manner. Children snuggle close to her as they listen to a story about zoo animals. They become excitable as the childminder introduces animal props to go with the story. Children scream as they find the zoo animals in the boxes and roar loudly as they find the lion. They play with the animals and solve problems as they try and find a bag big enough to put the monkey in.

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

- The childminder implements her curriculum and builds on children's interests while they play and plans for their future learning. For example, young children enjoy playing with dry pasta. They let it drop through their fingers, using their small-muscle skills. They use tweezers and pinch them together to pick up the pasta, showing good control. This helps to strengthen their fingers and small muscle skills, in preparation for holding a pencil.
- Partnerships with parents are strong. The childminder gathers information about the children's routines and what their likes and dislikes are, to help them settle into her setting. She keeps parents up to date about their children's learning. She talks to parents about their children's next steps and sends them photographs of what they are doing with the childminder. This helps parents to support their children at home with their learning.
- The childminder knows her children and families well. She identifies the experiences the children might not have at home and plans opportunities to extend these. For example, she has a library set up, so children can borrow books to take home, to increase children's love of books. Also, she plants fruit and vegetables such as strawberries, blueberries, broccoli and carrots, with the children, so they can learn about how fruit and vegetables grow.
- The childminder supports positive behaviour. Children listen to her and follow

her instructions. They learn to share with their friends and take turns with toys. They take pride in doing things for themselves. For example, they fix the train track together and learn to push the trains around the track, taking turns. The childminder is very supportive and offers them lots of praise, which encourages the children to continue with their play.

- The childminder promotes children's early independence and self-care skills. For example, children help to tidy away the toys on request from the childminder before having their lunch. They know where to sit at mealtimes and help themselves to their drinks. Babies are learning how to use a spoon to feed themselves and smile as the childminder helps them to do this.
- The childminder is reflective and attends training and conducts her own research, to improve her practice. Recently, she has read about how providing real resources into children's play can widen their exploratory skills. From this, she gave the children real carrots to use while playing in the mud kitchen, so they can use their imagination and pretend to make meals.
- The childminder promotes children's language and communication skills overall. She makes eye contact with young children and gets down to their level as she talks to them. She encourages young children to use simple words and gestures to communicate their needs and wants. The childminder asks questions to widen children's vocabulary. However, the questions she asks only need one-word answers. Consequently, the children are not extending the words they use, as they often nod or shake their head in response.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's home is secure, she locks all doors to ensure no one can enter without permission. The childminder has a good understanding of procedures to protect children from harm. She knows to check the local and most-recent guidance online for the procedures to follow if an allegation is made or if she is worried about a child's welfare. She knows about other issues of safeguarding such as, female genital mutilation and 'Prevent' duty. She carries out thorough risk assessments on her home and when on outings to help maintain children's safety.

What does the setting need to do to improve?

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

- provide more opportunities to help children develop their communication and language skills with a particular focus on extending their vocabulary.

Setting details

Unique reference number	EY269808
Local authority	Derbyshire
Inspection number	10062488
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 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	9 November 2015

Information about this early years setting

The childminder registered in 2003 and lives in Matlock, Derbyshire. She holds an early years qualification at level 3. The childminder operates all year round from 8am until to 5.30pm, 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 childminder received since the COVID19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector completed a learning walk of the childminder's home. The childminder spoke to the inspector about how she operates her setting and how she organises the 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 interacted 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 sent emails to the childminder about her service. 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 relevant documentation and evidence of the suitability of adults living at the home.

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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