

Childminder report

Inspection date: 22 September 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 in this childminder's friendly home. They show they are comfortable in their surroundings as they move around the room selecting the toys they want to play with. Children have strong attachments to the childminder and sit close to her as they play. Younger children snuggle close as they listen to a story about a train and enjoy looking at the pictures. All children relish playing outside. They develop their large-muscle skills as they move around safely, riding bicycles and scooters, going up and down the path. Older children ride sit-in cars. They use their imagination as they pretend to put petrol in their car before they set off.

Children behave well and have a positive attitude to their learning. They willingly take part in activities the childminder provides. This is evident as they use their small-muscle skills to draw around their hands. The older children confidently use felt-tip pens to colour in their drawings. Younger children use crayons to make dots and scribbles. The childminder extends children's learning as she introduces counting. Older children count the fingers on each hand and add them together. They shout, 'I've got ten fingers altogether.'

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

- The childminder implements an exciting curriculum. She considers children's interests and lets them take charge of their own play. The childminder motivates children and encourages them to explore the activities on offer. Children are inquisitive and solve problems for themselves. For example, they confidently find the best way to fill different-sized containers with sand.
- Overall, the childminder supports children's language development. She models language clearly and shows great delight as children learn new words. For example, younger children learn how to say 'pop' as they play with a pop-up toy. Older children learn phrases as they sing songs and thoroughly enjoy joining in the actions to familiar rhymes. However, occasionally, the childminder asks questions that only require the children to nod or respond with one word answers. This prevents children from further developing their thinking and conversational skills.
- The childminder builds strong relationships with parents. She focuses on getting to know families well, so that she can provide the best possible support for children. The childminder keeps parents up to date with what their children are doing and how they can support their children's learning at home. Parents comment on how happy their children are in the childminder's care. They comment the childminder is caring, kind and professional.
- The childminder finds out about children's experiences at home. She broadens these experiences to enhance their future learning. For example, children benefit from visits to the childminder's allotment. They learn to grow fruit and

vegetables and collect apples from the apple tree. They also learn where eggs come from as they gather eggs from Sharon the chicken and use these to bake cakes.

- The childminder helps children to develop their self-care skills. She encourages them to do things for themselves, such as putting their own shoes on and washing their hands. Younger children learn to feed themselves using cutlery and older children try and open their own yogurt pots. This helps children's growing independence and readiness for school.
- The childminder supports positive behaviour. She encourages children to share and they learn to take turns with others. Children show respect towards others and develop good social skills. For example, children play cooperatively together as they catch magnetic fish. They wait their turn and show each other the creatures they have caught. Children develop additional social skills as they visit the local playgroup and mix with other children.
- The childminder communicates regularly with early years advisors from the local authority. She actively reviews her ongoing professional development and sources mandatory training. The childminder reads newsletters to find out about new initiatives and ideas. This helps her to evaluate and improve the overall quality of her practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role in helping to keep children safe. She completes safeguarding training and knows how to recognise, record and report any concerns she has about children's well-being. She is aware of the steps to follow in the event of an allegation being made against her or a member of the household. The childminder ensures that her home is safe and secure and she supervises children closely. Children learn to keep themselves safe. For example, the childminder encourages them to think about the possible dangers of riding their bicycles too fast in the garden.

What does the setting need to do to improve?

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

- develop questioning techniques, reflecting on how to use these to best effect to support and extend children's speaking skills.

Setting details

Unique reference number	260128
Local authority	Derbyshire
Inspection number	10072740
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 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	20 June 2016

Information about this early years setting

The childminder registered in 2001 and lives in New Tupton, Chesterfield, Derbyshire. The childminder operates Monday to Friday from 7.15am to 5.30pm, with the exception of bank holidays and family holidays and a week at Christmas.

Information about this inspection

Inspector
Jan Hughes

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 childminder and has taken that into account in their evaluation of the provision.
- 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 sent written statements to the childminder for the inspector, so she could consider 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 and household members.

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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