

Childminder report

Inspection date: 2 November 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 in this friendly childminder's home. They show they are comfortable in their surroundings as they move around safely, choosing where and what they want to play with. Relationships are good. Children make friends with each other and have strong attachments to the childminder. They snuggle together on the sofa to listen to a story about a bear going on a hunt. Children excitedly repeat popular phrases and rhymes, developing their language and literacy skills. They anticipate what will happen next and scream as they see the bear in the cave.

Children behave well and have a positive attitude to learning. They eagerly join in activities and engage for long periods. For example, children thoroughly enjoy recreating the scenes they remember from the story. They develop their small-muscle skills and imagination as they place plastic trees together to create a forest and make a river out of pieces of blue wool. The childminder supports children to develop their cutting skills. For example, as children cut pieces of material to make grass, they learn how to hold the scissors safely.

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

- The childminder reflects on her practice and demonstrates her capacity to improve. For example, she has made changes to the way she plans for children's learning. She understands the importance of following children's interests and uses her understanding of how children learn through play to plan activities.
- The childminder is a positive role model and interacts well with the children. She joins in with children's play and, generally, extends their learning. However, sometimes, the childminder does not give the children time to think about their own ideas or complete tasks for themselves without helping them. For example, she suggests that the plasticine is mud rather than encouraging the children to decide for themselves.
- The childminder provides opportunities for children to learn about measurement and size. For example, the children compare the size of the toy bears and cut small and long pieces of wool to make grass. However, the childminder does not always help children to consolidate and extend their mathematical knowledge. For example, she does not help children use mathematical words in their everyday activities or encourage them to practise their counting skills.
- The childminder works closely with parents to promote the continuity of children's care and learning. Parents comment that they feel included in the decisions the childminder makes regarding their children. The childminder sends photographs and comments to parents, so parents know what their children are learning.
- The childminder finds out about the experiences children have at home. She creates opportunities to broaden their knowledge. For example, the childminder

takes children to the allotment to grow fruit and vegetables. Children collect eggs from the chickens and enjoy using them to bake cakes. These experiences help children to understand where food comes from.

- The childminder is a good role model for children's behaviour. She encourages children to share toys and play cooperatively together. This is evident as children share a magnet game and take turns using the pieces. Children listen to the childminder and carry out her requests. They willingly tidy away the toys before lunch.
- The childminder provides hygienic routines for children to follow, healthy foods and water to drink. She supports children to develop their growing independence skills. For example, she encourages them to wash their hands in readiness to eat. Children feed themselves and are polite saying please and thank you at mealtimes. This helps children's readiness for school.
- The childminder extends children's speaking and understanding skills. She provides clear explanations to support children's understanding as she explains what a forest and a snowstorm are. This helps children develop their understanding of new words. She also repeats words, such as river, to help children to pronounce them correctly.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular safeguarding training to keep her knowledge up to date. She has a good understanding of how to protect children and keep them safe from harm. The childminder knows the referral procedure and understands the steps to take if an allegation is made against herself. She demonstrates a good knowledge of local safeguarding concerns, including female genital mutilation and the 'Prevent' duty. The childminder supervises the children well and ensures her home is clean, safe and secure for the children to play in.

What does the setting need to do to improve?

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

- provide more time for children to lead their own learning and develop their own thoughts and ideas
- review the implementation of mathematics to better support the development of children's mathematical skills and knowledge.

Setting details

Unique reference number	EY460010
Local authority	Derbyshire
Inspection number	10236112
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	7
Date of previous inspection	4 November 2016

Information about this early years setting

The childminder registered in 2013 and lives in Langley Mill, Nottinghamshire. She operates all year round from 8.30am to 5.30pm, Monday to Friday, except for bank holidays, the week at Christmas and family holidays. The childminder provides funded early education for three- and four-year-old children.

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 childminder.
- The inspector completed a learning walk of the childminder's home 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 provided written statements about the childminder's 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 her suitability.

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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