

Childminder report

Inspection date: 30 November 2022

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this exceptional setting. They are cared for by an experienced and highly skilled childminder. She uses her thorough knowledge of child development to plan and provide meaningful and stimulating activities that promote children's learning in all areas. Her accurate assessments of children's starting points enable her to successfully develop and extend their skills so that all children make excellent progress. The childminder follows their interests extremely well to ensure children are motivated and engaged in their learning. For example, as children show a keen interest in exploring locks and keys, she swiftly responds by providing a homemade activity board. This enables children to explore a wide range of locks, bolts and switches. Children are fascinated and repeatedly return to the board to explore further, staying focused and engaged for extended periods. The childminder praises children's efforts and achievements, which boosts their self-esteem and encourages them to maintain their concentration and involvement.

Children rapidly develop their language and communication skills due to the childminder's interactions and a wide range of stimulating activities. Very good attention is given to encouraging children's early language development through stories, songs, rhymes, role play and conversation. Children listen intently as the childminder enthusiastically reads the story 'The Gingerbread Man'. Children recall the story, selecting appropriate finger puppets and reciting the familiar phrases they have previously learned with excitement. Afterwards, the childminder encourages children to reflect on and describe how the characters might feel, further enhancing their understanding of the story and the main events. Older children delight in using a mirror as they consider different emotions, such as scared, angry, sad and happy.

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

- The childminder has clear and purposeful learning intentions in place for each child. These are developed through the identification of accurate starting points, gathering and sharing information with parents and carrying out careful observations of children's progress. Children make rapid progress as they are motivated and keen to explore and participate. The childminder constantly builds on children's skills and is effective in guiding them to the next stage in their learning.
- The childminder carefully plans activities that excite and interest children. She supports children to learn about being healthy in innovative ways. For example, children have great fun learning about oral health through handling and exploring toothbrushes and helping a crocodile puppet to clean his teeth. Older children learn the word 'cavities' when handling play teeth and delight in using brushes and play foam to 'make the tooth better'.

- The childminder is an exemplary role model for children. She is calm and patient, and the children behave positively at all times. The childminder has created an atmosphere where everyone is valued and respected. Children naturally show kindness towards one another. For example, when babies attempt to take a few steps unaided, older children show genuine delight in their efforts, smiling, clapping their hands and shouting, 'Well done!' Children flourish in an environment where their individual achievements are celebrated.
- The childminder is committed to her professional development. She regularly undertakes relevant training to enhance her knowledge. The childminder is reflective and carefully considers how she can implement new ideas and good practice within her setting. For example, she has undertaken a variety of courses around language and communication development, and this focus is evident in every activity that the childminder provides. The childminder's high regard for early language development ensures the best outcomes for all children.
- The childminder strives to build strong relationships with parents. She regularly shares information about children's progress and how learning can be supported at home. She actively seeks parents' views and values their feedback when evaluating her practice. For example, when parents find it difficult to speak to the childminder at the end of the day, the childminder arranges a convenient time to visit them at home. Parents say they receive regular information, and the childminder helps their children to make progress.
- The childminder makes effective use of the natural world to enhance children's learning experiences. She takes children on daily outings, often visiting local parks, and uses these opportunities to develop and extend children's physical skills and to encourage them to use their senses. She talks to the children about colours in nature and the animals they see in the garden. Children show fascination and interest in what birds like to eat, confidently naming different types of birds, commenting on their varying sizes and reflecting on how the berries on the trees have changed colour. Children learn to observe and appreciate the world around them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of all aspects of child protection and understands her responsibility to safeguard children. She has undertaken a wide variety of safeguarding training courses and continually reviews her training needs to ensure her knowledge and understanding are secure and up to date. The childminder is confident in recognising signs that a child may be at risk of harm and accurately details the procedures to follow in response to any concerns. She undertakes thorough risk assessments of the premises and equipment and keeps detailed records of ongoing checks. The childminder has a safeguarding policy in place, which she shares with parents. The procedures established by the childminder ensure children's welfare and safety are promoted well.

Setting details

Unique reference number	EY459723
Local authority	Derbyshire
Inspection number	10236102
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 9
Total number of places	13
Number of children on roll	13
Date of previous inspection	10 January 2017

Information about this early years setting

The childminder registered in 2013 and lives in Matlock, Derbyshire. She operates all year round, from 7.45am to 6pm, Monday to Friday, except for two weeks at Christmas, bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Scheel

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 provider.
- The childminder and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children confidently interacted with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a planned activity with the childminder.
- The inspector read six references from parents during the inspection and took account of their views.
- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector looked at relevant documentation and reviewed 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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