

Childminder report

Inspection date: 15 December 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 have strong bonds with the childminder. New children settle well and confidently explore activities around them, showing that they feel safe and secure. The childminder gives children cuddles and rocks them when they are tired, helping them to calm and relax. She teaches the young children in her care to be careful as they walk around so as not to fall and hurt themselves. The childminder is a positive role model. For example, children copy her as she encourages them to say 'please' and 'thank you' as they offer toys to each other. They smile as she praises them, building their self-esteem.

Children show a positive attitude towards their learning. They have access to a variety of activities and resources to support their learning. The childminder supports children's communication and language development well. Children babble back to her and repeat single words they hear her say as they play. The childminder encourages children to repeat new words she teaches them. For example, she introduces the words polar bear as they play with toy animals. Children develop their physical skills as they explore shape sorters with their hands and use walking aids to support them as they learn to walk.

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

- The childminder uses children's interest to plan activities to engage them in learning. For example, children use their imagination as they play with dolls. They smile as they hold up a doll saying 'baby' and pretend to feed it with a toy bottle. The childminder carries out observations on children to find out what they already know and can do. She uses these observations alongside her knowledge of child development to plan next steps in learning, to help the children in her care to progress.
- Children show high levels of engagement as the childminder engages them in activities. She extends their learning well. For example, children explore toy animals and people in a large winter-themed tray. The childminder sings to them as they play, and introduces new textures to them, such as powdered coconut. She discusses how this looks like snow, and encourages them to use their senses to smell and feel it. Children smile as they allow the coconut to fall through their fingers. The childminder introduces numbers one to four as she counts the bowls children use to place the animals in.
- The childminder offers children healthy foods, such as toast and fruit at breakfast. She knows children well and meets their individual care needs and routines. The childminder encourages older babies to tidy up toys before lunchtime, praising them for helping her. However, she does not always give children time to do things for themselves, to develop their independence. For example, she automatically cleans their hands and faces using flannels at

mealtimes, rather than allowing them time to have a go themselves.

- Children are friendly and behave well. They confidently engage visitors in their play as they offer them a toy phone, saying 'hiya' as they do so. Children react positively as the childminder encourages them to share with their friends.
- Parents are very complimentary of the childminder and say she is part of their family. They report that they are happy with the care she provides and that children love to attend. The childminder shares information with parents on what their children do during their time with her. Parents report the childminder gives them advice to support their home life, such as how to help their children when a new baby is born. However, they are not always aware of their children's next steps in learning or how they can continue this at home.
- The childminder is reflective on her practice. She is proactive in sourcing and attending training to keep her knowledge up to date. For example, she has recently attended training on how she can support children's speech and language. The childminder has strong links with her local school. She shares information with teachers as children move onto school, to support their transition.
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Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong knowledge of the different types of abuse children can be subjected to. This includes the signs and symptoms that a child may be being exposed to extremist views. The childminder attends regular training to keep her knowledge up to date. She is aware of the professionals she needs to report concerns to about children and adults, and the importance of recording these. This enables her to keep children safe from potential harm. The childminder provides children with a safe environment for them to play and learn in. She holds an up-to-date paediatric first-aid certificate.

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 for children to develop their independence by allowing them time to carry out tasks by themselves
- strengthen ways to share information with parents about their children's individual next steps in learning and how they can continue this at home.

Setting details

Unique reference number	EY394356
Local authority	Derbyshire
Inspection number	10235317
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	0 to 1
Total number of places	12
Number of children on roll	9
Date of previous inspection	20 December 2016

Information about this early years setting

The childminder registered in 2009 and lives in Swadlincote, Derbyshire. She operates Monday to Thursday from 7am until 2pm, all year round, except for the week between Christmas and New Year, bank holidays and family holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Natalie Vaughan Prosser

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 setting.
- The inspector observed the quality of education being provided, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder spoke to the inspector about how her provision is planned and how the curriculum is implemented.
- The inspector spoke to parents during the inspection and read written testimonials, taking into account their views.
- The inspector carried out a joint observation with the childminder.
- The inspector engaged with children during the inspection.
- Relevant documentation was available for inspection, including policies and procedures.

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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