

Childminder report

Inspection date: 14 February 2023

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 and settled in the well-organised childminder's home. The childminder places a strong emphasis on teaching children about respect and responsibility. Children are kind to each other and offer help. They say, 'I can do it for you'. The childminder responds appropriately, explaining it is helpful. However, she goes on to say that it is sometimes good to let people do things for themselves. This helps children control their impulses.

Children have easy access to the variety of resources on offer, which are stored at a low level. Children enjoy creating dens with the large selection of materials and scarves. Older children support younger children as they work out how to attach resources for their dens to stay in place. This promotes the development of cooperation and decision-making skills.

The childminder and her assistant set up a game of dominoes. This provides opportunities for children to practise their colour-matching and counting skills. The childminder extends this activity as she points out that the three dots on a piece go in a diagonal line. Children notice one side of a domino is a square shape. The childminder reinforces shape names, and children develop their coordination and physical skills as they play the game and match the dominoes.

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

- The curriculum that the childminder offers is a balance of child- and adult-initiated activities, based on children's interests. The childminder knows children's starting points and levels of development.
- The childminder and her assistant help children to make good progress in their learning. They encourage children to revisit their favourite activities. For example, children repeat playing number and colour-matching games. This helps them make good progress and consolidate their learning.
- Children sing traditional nursery rhymes and number songs with the childminder and her assistant. They are familiar with the actions and hold their fingers up to represent numbers. However, there are times when children are distracted by the television that is on in the background.
- The childminder uses the walk to and from nursery to promote children's understanding of their surroundings. They talk about the weather. Children say, 'When we left this morning, it was super foggy'. They look at the numbers on the bins outside houses to practise their number recognition.
- The childminder ensures children are safe. They hold hands when walking outdoors. Children walk next to the childminder and away from the kerb. Children are encouraged to listen to wind and traffic noise. This promotes their attention and listening skills.

- The childminder encourages children to take responsibility for their own safety, in line with their age and stage of development. Children recognise hazards. For instance, at the local park, they inform the childminder that glass inside a swing needs sweeping up before they can play safely.
- The children learn mathematical concepts in a range of ways, such as by participating in baking activities. They measure out and mix ingredients. In addition, during these activities, the childminder teaches children about taking care near the hot oven.
- The childminder and her assistant respect and meet children's cultural and dietary requirements. They also promote good oral hygiene with the children.
- The childminder promotes children's safety. For example, she closely monitors children when they sleep, meeting their individual needs. She also ensures children's skin is protected from the strong rays of the sun.
- The childminder is a positive role model to the children and her assistant. She encourages children to respect each other and the different types of families through factual information. This helps children to understand the diverse world they live in.
- Parents comment how happy they are with the provision the childminder offers. They state their childcare needs are well met. They value the different behaviour management techniques the childminder suggests they could use at home with their children.
- The childminder reflects on her childminding practices. She leads with motivation to guide her assistant. They undertake training and additional research together to keep their knowledge up to date.
- The childminder and her assistant draw support from each other to support their mental health and well-being. This has a positive impact on the quality of their practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a secure knowledge and understanding of the procedures to follow should they believe children are at risk of harm. The childminder understands how to protect children from radicalisation and explains the signs and symptoms that may give her cause for concern. She keeps her safeguarding knowledge up to date and ensures her assistant is kept abreast of current safeguarding practices. She completes visual risk assessments to ensure children are not exposed to hazards and that areas are safe for children to play in. She monitors sleeping children closely and has appropriate controls in place when children use the computer.

What does the setting need to do to improve?

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

- reduce background distractions, to ensure children are kept fully engaged in activities.

Setting details

Unique reference number	207420
Local authority	Derbyshire
Inspection number	10234320
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	3 to 10
Total number of places	12
Number of children on roll	28
Date of previous inspection	20 February 2017

Information about this early years setting

The childminder was registered in 2000 and lives in Calow, Chesterfield. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 4 and works with an assistant, who has a qualification at level 2. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Angela Eden

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 childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The inspector observed the interactions between the childminder, the assistant and the children.
- Children communicated with the inspector during the inspection.
- The inspector spoke to the assistant during the inspection.
- The inspector took account of the views of parents from written comments.
- The childminder provided the inspector with key requested documentation.

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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