

Childminder report

Inspection date: 19 June 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 enjoy a variety of interesting activities and experiences that the childminder provides and quickly become happily engrossed in their play. The childminder builds on their current interests to introduce new ideas and help them learn and use unfamiliar words. For example, children explore and learn about dinosaurs and decide which ones can fly. Children behave very well as the childminder explains how to play kindly with their friends. Older children are kind and considerate towards the younger children. They demonstrate this as they play together and take turns with pens on the dry wipe boards as they write their shopping lists.

Older children excel in their communication and language. They speak in fluent sentences as they discuss different plants they are growing. Children confidently talk about how to plant and grow vegetables. For example, they remember they need to water their plants and fetch the watering can. The childminder encourages children to choose their favourite books for story time and further develops children's confidence to make choices for themselves as they choose rhymes to sing. Children have lots of opportunities to be physically active. They run, climb, and learn to safely use the swing in the childminder's garden.

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

- The childminder knows the children well, including their personalities, next steps in learning and likes and dislikes. This helps her to plan activities that she knows will captivate their interest and support their good progress in learning. The childminder establishes secure and trusting relationships with children. As a result, they have a good sense of belonging and positive levels of well-being and self-esteem. Children have a positive attitude towards their learning and enjoy the company of the childminder. However, during group activities older children are not consistently engaged to promote further learning as they become distracted by other children in the group.
- The childminder has a good understanding of all areas of learning. She supports children to develop skills to support their future learning. For example, children are encouraged to be independent, choose their own toys and complete their own tasks with confidence. This includes putting on their own shoes and washing their hands before eating their lunch. However, the childminder does not consistently build on children's interest in mathematics as they play, to extend their mathematical skills further. For example, children easily recognise numerals as they complete a jigsaw but are not supported to develop a knowledge of how many objects make each number.
- Children have many opportunities to develop their small-muscle skills. For example, children thoroughly enjoy using chalks to draw dinosaurs on the patio

and enjoy naming them. They develop their pincer grip as they use small brushes to make marks with water on the fence. Young children develop their coordination as they balance while walking over a ramp.

- Children understand and follow the setting rules well, such as walking inside and using their manners. Children learn about what makes them unique as well as other cultures. This supports them to learn about the world around them.
- The childminder ensures she meets the needs of children who may need additional support. She works closely with parents and takes account of all available expertise and advice. This enables her to plan effective strategies to help all children make good progress in their development.
- Parents are very complimentary about the childminder. They feel well informed about their children's learning and value the daily feedback. The childminder provides information for parents about how they can support their child's learning at home.
- The childminder is proactive in ensuring that she continues to keep her knowledge up to date. She completes training and uses the knowledge and skills she gains to benefit the children. The childminder shares her knowledge and skills with her co-minder, so that they both benefit and the children have continuity in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibilities regarding how to keep children safe from harm. She is aware of how to correctly report concerns about the welfare of children. The childminder understands how to correctly report allegations made against herself or any other adult in her household. The childminder ensures that her paediatric first-aid training is up to date, so that she is able to act in an emergency. An evacuation procedure is in place and this is understood and practised with the children. The childminder carries out regular checks of the indoor and outdoor environments and removes any hazards before children use these spaces.

What does the setting need to do to improve?

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

- review the planning of group activities to extend the engagement levels and support the learning needs of older children as effectively as possible
- enhance planning to provide children with more opportunities to learn and practise using mathematical language.

Setting details

Unique reference number	EY428424
Local authority	Derby
Inspection number	10280214
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	22 September 2017

Information about this early years setting

The childminder registered in 2011 and lives in Derby. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a relevant qualification at level 3. The childminder works with a co-minder. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Lianne McElvaney

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 her evaluation of the setting.
- The inspector observed a range of play activities in the childminder's home and garden. She considered, with the childminder, the impact of teaching on children's learning and development and discussed children's progress.
- The inspector and childminder completed a learning walk around the setting. They discussed how the environment is organised and curriculum planned to support children's learning. The inspector took account of how the childminder completes risk assessments to ensure that children remain safe.
- At appropriate times during the inspection, the inspector spoke to the children and childminder. She also took account of the written views of parents. The inspector observed the quality of interactions between the childminder and the children attending.
- A sample of documentation that supports the effective management of the childcare was viewed by the inspector. This included evidence of qualifications, the suitability of the childminder and other household members, and a sample of policies.

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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