

# Childminder report

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Inspection date: 21 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 childminder's home as they play together, sharing pretend food in the playhouse. The childminder supports babies who joined recently with lots of cuddles and reassurance. Older children confidently involve visitors in their play, demonstrating that they feel safe and secure. For example, they show how they can put pieces together to make a ball slide.

The childminder knows the children's interests well and uses this information to engage children in their learning. For example, she plans support to help children develop their large muscles and hand-eye coordination. She uses babies' interest in posting games to help support this area of development. She provides a low-level musical activity table for babies to practise pulling themselves to standing to explore the cause-and-effect buttons on the table. The childminder encourages babies to use their hands to open and close flaps and to hide balls inside. The childminder shows older children how to hold a ball in their hand and roll it carefully as they practise aiming and knocking down skittles in the garden.

Children learn to behave well and understand the childminder's expectations. They sit and look at books together as they wait patiently for the childminder to serve lunch. Children confidently talk about what they see as they turn the pages. They learn new vocabulary as they sing songs with the childminder linked to the stories they read.

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

- The childminder focuses on children's communication and language. She provides lots of conversations and explanations during play, and children learn and practise new words. She recognises children who may need extra help and allows them more time to speak. She knows where to seek support from other professionals. As a result, children make good progress, and children who need extra help quickly catch up.
- The childminder supports children to learn mathematical language, such as understanding the concept of 'bigger' and 'smaller'. She teaches children about shapes and their names as she helps them to place pieces into a jigsaw. However, on occasion, the childminder does not provide children with enough time to explore ideas or solve problems for themselves. For example, as children stack different-sized boxes, the childminder does not allow them time to test which one goes next or what will happen if they put a bigger one on first before stepping in.
- The childminder recognises that children need support to develop their small-muscle skills in preparation for later writing. She provides children with pencils and paper to encourage them to make marks. Babies freely explore with thick

crayons and large sheets of paper as they practise their hand-eye coordination. However, on occasion, some activities are too difficult for children. For example, the childminder gives older children worksheets that are too complicated, and the children lose focus.

- The childminder supports children to behave well. She encourages children to respect their belongings and listen to her instructions as she encourages them to open boxes carefully so they do not break.
- The childminder plans for children to learn about the lives of people who are different to them. She reads books to the children and has discussions with them about people's similarities and differences. The childminder continues this learning as she sensitively explains why some people they see may be in a wheelchair. As a result, children learn to develop a positive attitude about difference.
- The childminder encourages the children to manage their self-care needs and helps them to understand how to keep themselves healthy. For example, children learn to take their shoes off, find their drinking cups and wash their hands before eating. Children are encouraged to choose from a selection of healthy foods for lunch, such as cheese, blueberries, apples and pears.
- Parents speak of the enthusiastic childminder going above and beyond and the warm, positive experiences she provides for children. Parents state that the childminder helps to promote children's confidence and provides a good base for their growth. The childminder regularly keeps parents informed. She discusses children's next steps so that parents can continue children's learning at home.
- The childminder reviews her practice. She meets with other childminders to discuss and share ideas, such as different activities to support the development of children's small-muscle skills. She reflects on what children learn and how they engage and adapts her planning to suit their needs.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder provides a safe and clean environment for children to play in. She understands her obligation to keep children safe. The childminder knows how to identify the signs and symptoms of abuse. She is aware of county lines. The childminder knows the action to take if she has a concern about a child's welfare, including if she is worried that a child is being exposed to radical or extreme views. The childminder risk assesses outings. She teaches children how to keep safe, such as helping them learn about road safety. She attends training courses, such as safer sleeping, to refresh her knowledge of safeguarding.

## What does the setting need to do to improve?

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

- allow children more time to problem-solve before providing solutions
- provide activities relevant to children's stage of development to maximise their progress and maintain their interest.

## Setting details

<b>Unique reference number</b>	207299
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10279918
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	7 September 2017

## Information about this early years setting

The childminder registered in 1992 and lives in Brimington, Chesterfield. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Caroline Winterton

### 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 provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- 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 with the childminder.
- The inspector spoke to parents during the inspection and took account of their views.

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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Store Street  
Manchester  
M1 2WD

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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