

Childminder report

Inspection date: 2 July 2024

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

The childminder provides children with a welcoming environment. She is caring and offers lots of praise and encouragement. As a result, children's self-esteem and behaviour are supported well. Children are relaxed in her care and form strong attachments to the childminder. They confidently bring her books to read and cuddle up on the childminder's lap to listen to stories. The childminder reads the stories with enthusiasm and older children repeat phases from the stories they know.

Children enjoy regular exercise and fresh air. For example, they have access to the childminder's garden and she takes them on regular trips to the local park. This helps to support children's physical skills, such as balancing, running and climbing. The childminder uses these opportunities effectively to teach the children about keeping safe. For example, she explains to children how to use the slide carefully and not to run in front of the swings. Additionally, the childminder teaches children about road safety.

The childminder promotes children's curiosity and plans activities that she knows they will be interested in. As a result, children are eager to learn. This is evident, as the children excitedly explore a farm activity and enjoy finding out about farm life. The childminder encourages children to explore the vegetables the farmer grows, such as carrots and potatoes. Children pretend to drive the tractor and decide where the animals live.

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

- The childminder makes accurate assessments of the children's learning and focuses her support on what children need to learn next. Although, the childminder knows what she wants children to learn sometimes, she does not fully consider the learning needs of the older children. She does not provide enough challenge to extend and further their learning to help them make greater progress.
- The childminder plans activities to enhance children's learning and broaden their knowledge. However, during these activities she sometimes provides the children with too much information in one go. As a result, children are overwhelmed and not always able to process what the childminder has told them in order to think and express their own ideas.
- The childminder supports children's language skills well. For instance, she role models language as she plays alongside children, and uses singing and stories to help children learn new vocabulary. The childminder encourages children's interest in books and ensures that they are easily accessible for them to use. Children help to turn the pages and identify familiar characters as they point to

the pictures. To extend this interest in books the childminder takes children to the local library.

- The childminder focuses on supporting children to develop their independence. Children learn to look after themselves by demonstrating self-care skills, such as taking themselves to the toilet and washing their hands. They tidy away toys without prompting and learn to open their own yogurt pots. This helps to prepare for their future learning and starting school.
- Children receive regular praise, encouragement and reassurance which helps them to behave well. The childminder's positive nature, and her gentle manner encourage children to play cooperatively together. The childminder joins in with their play and encourages them to share and take turns. Children copy her good example and learn to be kind and respectful towards others.
- The childminder provides opportunities for children to explore the world outside the setting to further support their development. Children frequently attend toddler groups, go on walks and outings to the local parks and woods. These experiences help children to learn about their local community and the wider world around them.
- Partnership with parents is strong. Parents are positive about the childminder's setting and express their high levels of satisfaction with the service. The childminder provides parents with regular information about their children's experiences and how they can support this at home. She has recently introduced story sacks to help parents encourage literacy skills at home.
- The childminder develops her knowledge and skills by accessing a range of training opportunities. This includes online courses and a range of seminars. She keeps up to date with changes to legislation and ensures that her mandatory training, such as first aid, is also maintained.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive safeguarding culture that puts children's needs and interests first.

What does the setting need to do to improve?

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

- strengthen the curriculum for older children to consistently challenge and further their learning
- present new information to children in a way that allows them to process what is being said to think and to express their own ideas.

Setting details

Unique reference number	205999
Local authority	Derby
Inspection number	10338336
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	2 to 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	4 September 2018

Information about this early years setting

The childminder registered in 1995. The childminding provision operates Monday to Thursday from 7.30am until 5.30pm, all year round, except for Christmas, bank holidays and family holidays. The childminder holds an early years qualification at level 3. She receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jan Hughes

Inspection activities

- This was the first routine inspection the childminder received since the COVID19 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 inspector observed the implementation of the curriculum during activities indoors and assessed the impact this has on children's learning.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- Parents shared their views of the setting with the inspector through written feedback.
- Children communicated with the inspector during the inspection. The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.

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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