

Childminder report

Inspection date: 9 January 2020

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 with the childminder. Parents comment on the 'homely' atmosphere she provides and how their children are 'safe and well cared for'. The childminder knows the children well and provides a range of activities and resources that support their interests. As a result, children are engaged and motivated in their play. The childminder provides opportunities to extend children's learning with visits to local toddler groups where they can play in larger groups. Children develop a love of books and reading. They enjoy snuggling up with the childminder for a story. Children turn the pages and chatter about animals they identify in the book. They chuckle as they make the noises of the animals. Children develop good communication and language skills as the childminder reinforces the correct pronunciation of spoken language. The childminder has high expectations of children and their behaviour is good. Children play well together and learn to take turns and share. Younger children show skills in stacking cups and respond well to the praise given by the childminder. They smile proudly at their achievements, having another go after knocking them down. Older children identify numbers and demonstrate an understanding of quantity. For example, when given a total number, they count out the correct number of cars.

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

- The childminder has a secure understanding of children's interests and how she can provide further opportunities to build on their experiences. For example, she knows that the children have an interest in animals and that they do not have pets at home. She takes them on outings to local farm parks where they can meet animals to develop their knowledge further.
- All areas of the educational curriculum are covered well. The childminder provides a variety of activities indoors, outdoors and in the community. Children visit local parks where they can explore and investigate. However, there are few opportunities to engage in sensory play within the childminder's home.
- The childminder completes regular and accurate assessments of what children know and can do, and completes a progress check for children aged two years. She uses this information to plan appropriate activities that help children to develop in their learning. Parents receive regular updates on their children's progress and what they are learning next.
- Parents give positive feedback on the childminder's service. They praise the childminder's sensitivity when caring for children and say that they trust her completely.
- The childminder communicates well with children. She gives clear explanations to help their learning, and encourages children to learn new words, such as 'ladybird'. The childminder reminds children of this new word when they spot a ladybird in a book. She is very expressive in her use of language, which supports

children's engagement and learning.

- The childminder helps children to develop self-care skills, such as using the toilet. This ensures that children have the skills to support independence in preparation for their next stage of learning. However, the childminder has not considered how to share her knowledge of children's progress with other settings they are moving on to.
- The childminder promotes the good health of children. She provides healthy snacks and lunches and children have access to drinking water throughout the day. Children have daily opportunities to play outdoors and engage in physical play.
- The childminder has high expectations for children's behaviour and conduct. She explains how she maintains a positive approach and uses strategies consistently when inappropriate behaviour is identified.
- The childminder attends training and demonstrates the impact this has on her practice. For example, following training in 'vocabulary matters', she recognises that the use of dummies can prohibit children's developing speech and language. As a result, she works closely with parents to minimise their use.
- The childminder makes good use of the local facilities, such as the park and the toddler group. This enables children to develop their social skills further as they interact with others in the community.

Safeguarding

The arrangements for safeguarding are effective.

The childminder accesses regular training to help her safeguard children. This includes maintaining a paediatric first-aid qualification and updating her knowledge of child protection issues. She has a secure knowledge of safeguarding and is alert to factors that might indicate a child is being abused. She understands about the wider safeguarding issues, including the 'Prevent' duty. The childminder knows who to contact for advice if she has any concerns about a child's welfare. She talks to older children about the safe use of the internet, helping them to develop their understanding of how to stay safe.

What does the setting need to do to improve?

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

- provide further opportunities for children's learning through sensory play and experiences
- develop methods for sharing information with other settings that children are to attend, to maximise continuity for their care and learning.

Setting details

Unique reference number	207417
Local authority	Derbyshire
Inspection number	10072534
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 11
Total number of places	9
Number of children on roll	9
Date of previous inspection	14 June 2016

Information about this early years setting

The childminder registered in 1992 and lives in Chesterfield. She operates Monday to Friday from 7am to 6pm, all year round, except for Christmas, bank holidays and family holidays.

Information about this inspection

Inspector

Sue Wilcockson

Inspection activities

- The inspector had a tour of areas of the premises that are used by children.
- The inspector held discussions with the childminder. She reviewed relevant documentation, including certificates and insurance documents.
- The inspector completed a learning walk with the childminder to discuss how she meets children's care and learning needs.
- Discussions were held with the childminder at appropriate times throughout the inspection.
- The inspector took account of written feedback from parents.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.

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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