

Childminder report

Inspection date: 6 August 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

Children are happy and have a warm and caring relationship with the childminder, who knows them very well. She is a good role model for children. She promotes kindness and teaches children to take turns and share the resources available. As a result, children listen and behave well. The childminder puts children at ease and is responsive to their needs. For instance, she provides flexibility in the daily routines as she notices children's cues that they are feeling tired. The childminder offers cuddles and reassurance using a soft tone of voice. This supports children's emotional well-being and helps them to feel valued. Children respond well to her warm approach and quickly settle back into their play. Children demonstrate that they feel safe and secure at the childminder's home.

The childminder places a high priority on developing children's physical skills. Their hand-eye coordination and finger muscles are developed as they pick up coloured pegs and push them into small holes on a peg board. This helps children develop their hand muscles for early writing skills. The childminder praises them for their achievements, building on their self-esteem. In the garden, older children learn to move in a variety of different ways, such as running, jumping, hopping and climbing through hula hoops. This helps children to develop their large muscles, balance and coordination skills.

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

- The experienced and qualified childminder has a clear intent about the children's learning. She knows what she wants them to learn and considers ways of including their interests to ensure that they are motivated and engaged. She supports children to be ready for school and focuses on developing their social skills and independence.
- The childminder supports children's language skills well. For instance, she models language as she plays alongside children. She repeats simple words and positively engages children in conversation. She is skilful in her interactions and is aware of the importance of allowing time for children to process information and respond. The childminder enhances children's speech and language skills with familiar songs and rhymes and encourages them to join in with actions and sounds.
- Mathematics is woven into all areas of the curriculum. For example, as children build a house with blocks, the childminder introduces the concepts of size and shape. In the garden, the childminder encourages children to count the tomatoes they have grown. The childminder supports children well to develop their knowledge of early mathematics.
- The childminder encourages children to be independent. Children learn to wash their hands and to feed themselves from a young age. Older children are

confident to go to the toilet independently. They freely access the toys in the childminder's home and are independent in their play choices.

- The childminder has a good understanding of keeping children safe. However, she does not help children to understand how to keep themselves safe as they play. For example, the childminder tells children they cannot play on the grass because it is wet from the rain but does not explain the possible consequences, such as they may slip and hurt themselves.
- The curriculum for understanding the world is well planned. The childminder takes children to local parks, the zoo, library and walks around the local community. She teaches children about different religious celebrations to develop children's respect and understanding of different cultures.
- The childminder understands the importance of working in partnership with parents. Parents state they feel reassured that their children are well cared for and loved. The childminder sends regular updates through messages and photos. The childminder talks to parents about their children's next steps and offers ideas to support learning at home.
- The childminder takes swift action if she identifies any concerns about a child's progress. The childminder communicates effectively with parents and with other professionals to ensure that the needs of children with special educational needs and/or disabilities are identified, understood and met. This includes working with other settings that children attend to ensure continuity of care and education.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- extend children's learning to help them understand how to keep themselves safe as they play.

Setting details

Unique reference number	207491
Local authority	Derbyshire
Inspection number	10338339
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	1 to 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	18 September 2018

Information about this early years setting

The childminder registered in 1995 and lives in Woodville, Derbyshire. She operates all year round, from 7.30am to 4.30pm, Monday to Thursday, except for the week between Christmas and New Year, bank holidays and family holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Ali Lancaster

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 carried out an activity and evaluated this with the inspector.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The childminder talked to the inspector about how she organises her provision and the curriculum while the inspector viewed the premises.
- The inspector observed the interactions between the childminder and the children.
- The childminder shared written feedback from parents with the inspector.

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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