

Childminder report

Inspection date: 10 February 2022

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 make good progress and have a positive attitude towards learning. They enjoy their time with the childminder and eagerly join in with planned activities. The childminder has a clear and straightforward intent for the curriculum. She knows the children well and plans daily activities and routines to support them for their next stage in learning. Children are confident to make their own decisions and choices, as they choose what to play with. The childminder has high expectations for children's behaviour. She acts as a positive role model to support them to share. For example, children are reminded to take turns with stickers. Children demonstrate social skills as they learn to cooperate. They sit together and laugh as they take turns placing stickers on each other. Children are praised for their positive actions.

Children are confident communicators. The childminder repeats and reinforces the correct pronunciation of words, which they use in their everyday play. Children confidently take part in discussions around their play when the childminder asks them questions and gives them time to think and answer. Children recall the songs they have learned earlier in the day. They energetically burst into song during their play while other children join in by dancing.

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

- The childminder encourages children's mathematical learning well. She uses shape-sorting activities to support children's understanding of shape and colour. The childminder introduces new vocabulary, such as 'triangle' and 'rectangle'. Children enjoy matching shapes to pictures that she has provided. The childminder gives children lots of encouragement and praise for their efforts, which helps to boost their self-esteem.
- Children develop good independence skills. The childminder promotes this through daily routines. Children put on their own shoes, take away their used plates after meals and access the toilet themselves. They know the routine and why it is there. For example, children proudly tidy away toys so no one will hurt themselves. They develop a sense of achievement and learn skills they will need later in life.
- Children demonstrate good imaginative skills. The childminder stretches their understanding further by asking questions as they play. Children are encouraged to think about what ingredients they are using to make their cakes and smoothies in the toy kitchen. They carefully mix their cakes in a bowl and the childminder praises them for their hard work.
- Children's physical skills are supported well. For instance, the childminder models how to use a hula hoop. Children have great fun as they persevere swinging the hoop on their hips. They give themselves a clap when they

succeed. The childminder extends this by encouraging the children to jump in the hoops as they are placed on the ground. They laugh with delight and are praised for their jumping skills.

- The childminder provides healthy snacks and fresh water. Lunch is provided by parents. The childminder encourages children to eat the healthy foods. However, she has not yet identified how she can help parents to make healthy choices for children's lunch boxes. This means children are not gaining consistent messages on healthy eating.
- Parents speak positively about the childminder. They feel that their children are settled and well cared for. Parents state that their children are developing good skills for the future. For instance, they say children are developing confidence and improved communication skills.
- The childminder has an enclosed garden for children's outdoor play. However, she has not considered how to enable them to access the garden in all weathers. To this end, children get upset as they want to play in the garden with the resources and are frustrated that they cannot access them.
- The childminder is well qualified. She regularly attends training courses to keep her knowledge current. The childminder has positive links with a small group of local childminders. This enables her to share best practice and gain new ideas to support children's further learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role in protecting children from harm and reporting any concerns that may arise. She has secure knowledge of the signs and symptoms of abuse and knows what steps to take to protect children in her setting. The childminder has completed recent training to enhance her knowledge and understanding of the 'Prevent' duty guidance. She provides a safe and secure environment and ensures children are protected from any potential hazards. Children are well supervised to enable them to play and explore safely. The childminder undertakes regular checks to assess potential hazards and minimise these.

What does the setting need to do to improve?

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

- support parents to help them to promote their children's learning about making healthy food choices
- provide planned outdoor play in all weathers so children can extend their learning further.

Setting details

Unique reference number	208047
Local authority	Derbyshire
Inspection number	10062476
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 10
Total number of places	12
Number of children on roll	7
Date of previous inspection	17 July 2015

Information about this early years setting

The childminder is based in Somercotes, Derbyshire and registered in 1995. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Susan Hyatt

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 setting.
- The childminder showed the inspector around the premises and discussed how she ensures they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and 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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