

Childminder report

Inspection date: 6 February 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children feel at home in the warm and stimulating care of this friendly childminder. They learn to be confident as they securely settle into well-established and exciting routines throughout the day. Children are supported by the childminder to make good progress and develop the skills and understanding they need for later life and learning. For example, babies and children learn to build their finger muscle control as they sort natural objects, such as leaves, twigs and pinecones, or slide and turn simple locks and latches. They build on these skills as the childminder encourages them to draw with pencils, crayons and chalk. These activities contribute to their later writing skills.

Children learn to behave well. The childminder has high expectations for every child in their care and is a positive role model. She helps children to achieve good levels of independence in, for example, dressing themselves in their superhero outfits, tidying away and in handwashing and dental care. Children learn to have fun together, to listen and pay attention to the childminder and each other as they sing, dance and listen to well-told stories. Parents are very appreciative of the information that the childminder shares with them to support their children's good progress.

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

- The childminder promotes children's communication skills well overall. She ensures that children have plenty of exciting experiences that they can talk about. For example, children enjoy looking at photos of their bus rides or woodland walks and talking about their memories. However, the childminder does not always take all opportunities to extend children's vocabulary as they play, for example, by asking questions that encourage children to use new words and ensuring that the less-confident children are able to join in conversations.
- The childminder regularly reviews her practice. She is ambitious to help children make a very positive start to their education. She makes good use of training and the views of parents and children to strengthen the curriculum and match learning and development to children's needs.
- The childminder plans well to help children understand about the world around them. They celebrate festivals from different cultures and countries, trying different foods and listening to songs and stories. The childminder works with parents to support children who may speak more than one language at home.
- The childminder encourages children to develop a love of books and enjoyment in fiction and non-fiction. She brings stories to life through a wide range of activities, such as baking and making pizzas for a tiger who comes to tea or hunting for books inspired by a hungry caterpillar and other stories. The children go on regular visits to the library with the childminder.

- The childminder is a warm and positive role model. She encourages children effectively to behave well and act considerately to others. She praises children and encourages them to politely share and take turns. Children are helped to take increasingly good care of themselves. They eat healthy snacks and meals and learn to use cutlery effectively.
- The childminder identifies gaps in children's learning and development at an early stage. She works closely with parents and other professionals, such as the staff at the children's nursery or the advice of health visitors, to support children's learning.
- The childminder strongly promotes children's physical development. She develops their fine hand control through activities, such as handling small balls in water or 'play dough disco' activities. Children build their core body control through yoga and activities, such as 'Robot Reg' and 'Twisting Toddler', as well as on their many walks.
- Parents strongly recommend the childminder. They know that their children are happy and making good progress. Parents feel their children have fun and are very active. They appreciate the support they receive for many aspects of children's learning and development.

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:

- strengthen the planning and interaction with children to take all opportunities to fully embed and develop children's vocabulary and language skills.

Setting details

Unique reference number	2690627
Local authority	Derbyshire
Inspection number	10368011
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	0 to 10
Total number of places	6
Number of children on roll	20
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Belper, Derbyshire. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant. She provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Andrew Clark

Inspection activities

- The childminder showed the inspector around the premises, indoors and outdoors, and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided by the childminder and her assistant and assessed the impact on children's learning.
- The inspector spoke to children as they played.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the childminder's setting through written feedback.

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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