

Childminder report

Inspection date:

31 January 2025

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children are delighted to see the childminder as she collects them from school. The childminder listens attentively as children talk about their day and ask questions about what they are having for tea, demonstrating a secure, positive relationship. The childminder consistently embeds the daily routine to ensure children are safe when leaving school. Children demonstrate excellent behaviours as they hold hands while walking and calmly stop, wait and cross the roads together.

When children arrive at the setting, they understand what the childminder expects. Older children help younger children to hang up their belongings and are positive role models. All children access the environment confidently and enjoy an array of activities set out by the childminder. They spend long periods focused on their chosen activity, such as colouring with felt-tip pens. They show respect for their resources as they remind each other to put the lids back on the pen when finished. Children take pride in their work and are keen to share their successes with the childminder as she congratulates them on their efforts. Children enjoy spending time with each other. They use their imaginations as they role play games, such as hairdressing and pretending to open an ice cream café. Children are kind and thoughtful to their friends as they take turns to share resources. Children consistently use good manners.

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

- The childminder is passionate about her role. She implements new strategies when individual children need extra support. The childminder is knowledgeable about how to support children with special educational needs and/or disabilities. She works closely with the children's school and parents to ensure continuity of care. This helps to ensure children receive appropriate support.
- The childminder has high expectations of children's behaviour. For example, when children raise their voices, the childminder reminds them to think about their friends and use a quieter voice. The childminder creates a friendly, calm and caring atmosphere where children can relax and express themselves, which successfully builds their confidence and self-esteem. As a result, children play harmoniously together.
- The childminder supports children to be aware of road safety as they leave school. For example, children recognise that they need to press the button and wait for the green man at the traffic lights before they can cross. As children walk past dogs, they ask the childminder if they can ask the owner to stroke the dog. This ensures children are kept safe while walking in the community.
- The childminder's ample garden space allows children to burn off energy. Children climb using the climbing frame and enjoy going down the slide. They

develop their confidence as they practise using their legs to make the swing go higher.

- Partnerships with parents are effective. When children first start, the childminder gathers detailed information about the children's preferences and interests. She uses this information to support children's engagement. Parents are particularly complimentary about the childminder going above and beyond to support children's individual dietary and medical needs.
- The childminder is passionate about her professional development and expanding her knowledge. She undertakes refresher courses to keep up to date with any relevant childcare changes. The childminder takes part in training to help her meet children's medical needs. Her current focus is on supporting children with individual needs. She has courses booked to enhance and refine her skills to support the children she cares for.
- The childminder builds positive relationships with the schools children attend. She works closely with the staff to follow the school's current themes and topics. The childminder ensures open communications between the school and the parents are shared promptly and effectively for a seamless transition.
- The childminder provides children with healthy, balanced meals after school. Children's individual preferences are catered for, and all children are offered fruits and vegetables to encourage healthy eating. Mealtimes are a sociable occasion, where children sit together and say thank you as they are served food. However, good hygiene routines are not always followed, such as washing hands before eating.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	2691258
Local authority	Derbyshire
Inspection number	10367749
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	3 to 11
Total number of places	6
Number of children on roll	28
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Ilkeston, Derbyshire. She operates all year round, from 6.30am to 9am and 3pm to 6pm, Monday to Friday, except bank holidays and family holidays.

Information about this inspection

Inspector
Kate Francis

Inspection activities

- Children spoke to the inspector during the inspection and shared the activities they enjoyed.
- The inspector took account of the views of parents through written testimonies.
- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- 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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