

Childminder report

Inspection date: 10 November 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children have developed a warm and caring relationship with the childminder. They freely approach her during play to give cuddles and to tell her how much they love her. Children are learning to play together. For example, one- and two-year-old children play a bird-feeding game. They take turns holding the mother bird, who has a magnet in her beak. Children take care as they use the magnet to pull colourful worms out of the tree trunk. They laugh at each other as they carefully feed the worms to the baby bird. This helps children to practise their small-muscle skills.

Children are provided with opportunities to develop their language and communication skills. For instance, they are keen to take part in music time. One-year-olds are curious about the different sounds the instruments make. They shake rattles and bells in turn, holding them up to their ears as they listen. Children enthusiastically bang drums and jingle bells as they sing along to familiar nursery rhymes. Children enjoy looking at books. They cosy up to the childminder to share a story about a dentist. Children confidently talk about their experiences and how they brush their teeth.

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

- The childminder has taken a positive approach in response to the last inspection. She has refreshed her knowledge of significant events that must be reported to Ofsted. In addition, the childminder has updated her policy to include information on internet safety, which she has shared with parents. This helps to keep children safe and protect them from risks.
- The childminder encourages children to develop their independence skills. Children pour their own water into a bowl and set the timer to wash their hands. They know that washing their hands helps to get rid of germs. Children help to tidy away toys before lunchtime, and two-year-olds put their rubbish in the bin. Children learn good hygiene practices and are increasingly independent when managing their own needs.
- The childminder gives high priority to children's emotional well-being. Children look at cards with faces on and identify emotions from the pictures. They talk about what makes people feel sad, happy and scared. Children suggest that others may be scared if they see a monster. They confidently suggest why characters in books look sad. This helps children develop their emotional vocabulary.
- The childminder supports children to lead a healthy lifestyle. Children benefit from daily fresh air and exercise. For example, they take part in 'wake up, shake up' during circle time outside. The childminder provides healthy snacks and meals, and children freely access fresh drinking water.

- The childminder supports children to learn about the world around them. She encourages children to look at the display they have made about autumn. Children name the animals they can see. They recall previous learning and say pumpkins should not be left outside because they can make hedgehogs ill. This helps children learn about their environment.
- The childminder teaches children what is expected of them through daily routines and activities. She is a good role model who provides consistent advice to children. Children use their manners with gentle reminders from the childminder when they forget. To this end, children demonstrate kindness and respect towards others.
- The childminder plans activities to support children's learning and development. However, at times, the childminder's interactions do not always enhance children's knowledge and skills. For example, two-year-olds are asked to identify colours and shapes that they already know. Furthermore, one-year-olds have their nose wiped for them when they could try to do it themselves.
- The childminder attends regular training courses to keep her knowledge current. She is currently undertaking an early years qualification to further enhance her knowledge and practice. The childminder has positive links with other local childminders. This enables her to share good practice and gain new ideas to support children's learning further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role to keep children safe and promote their well-being. She has a secure knowledge of the possible signs and symptoms of abuse. This includes signs that may indicate a child is at risk from radical views. The childminder knows what procedures to follow if she has concerns. She is aware of her responsibility for reporting any allegations against herself or any other member of the household. The childminder is up to date with her safeguarding training and has completed paediatric first-aid training. She ensures the setting is safe and secure and children are well supervised.

What does the setting need to do to improve?

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

- strengthen support for children to help them build on their existing skills and knowledge.

Setting details

Unique reference number	EY231654
Local authority	Derbyshire
Inspection number	10245633
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 2
Total number of places	3
Number of children on roll	2
Date of previous inspection	27 May 2022

Information about this early years setting

The childminder lives in Derbyshire. She registered in 2002. She provides care all year round, from 7.30am until 3pm, Wednesday to Friday, except for bank holidays and family holidays. The childminder offers funded nursery education places for two-, three- and four-year-old children.

Information about this inspection

Inspector
Susan Hyatt

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum is implemented and the impact this has on children's learning.
- 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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