

Childminder report

Inspection date: 6 April 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 enjoy their time at the childminder's. They are collected from nursery by the childminder and eagerly talk about their day. Children excitedly share they have taken part in the Easter bonnet parade, planted sunflowers and hunted for eggs. They show good recall skills and are confident communicators. Pre-school children readily use their manners, with one-year-olds being gently reminded to say 'please' and 'thank you'. Children are developing the skills they need in preparation for school. For example, they are developing the confidence to do things for themselves. They make choices about what they play with, safely walk up and down stairs to access the toilet and they feed themselves at lunch time.

Children have many opportunities to develop their early mathematical skills. For example, pre-school children show excellent concentration levels as they independently complete a jigsaw puzzle. They focus as they turn pieces around to decide where they fit. One-year-olds enjoy playing with stacking rings. The childminder extends their learning further by naming the colour of each ring. Children extend their game by pushing small figures through the rings and hiding them under small tubs. The childminder encourages them to count while finding the figures. She says, 'one, two, three, boo' which makes children laugh with delight.

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

- The childminder helps children make good progress in their speech and language development. For example, children attempt to say the word dinosaur. The childminder repeats this back with the correct pronunciation. Additionally, the childminder supports children to gain confidence, making sounds during their play. She roars like a dinosaur which children are eager to copy.
- The childminder encourages children to be independent and build on their self-help skills. This is promoted through daily routines. For example, children recognise when it is snack time. They are asked to choose which piece of fruit they want. Children attempt to peel a banana, with the childminder providing a helping hand when needed. Children are learning the skills that they will need later in life.
- The childminder supports children to develop their small-muscle skills. One-year-olds are supported to create their own game. They carefully grasp jigsaw pieces with their fingers which they post into a box. The childminder talks to them and asks where the pieces have gone. Children shake the box with delight and tip the pieces back out. These small movements help them to develop the skills they need for early writing.
- The childminder has developed a simple curriculum to offer children a wide range of learning experiences. However, sometimes, the childminder is not

precise about her intentions for exactly what she wants children to learn. For example, at lunchtime, she does not fully identify what children could learn from this experience. That said, children are encouraged to socialise. Additionally, targets for individual children can sometimes be too wide. This means some children are still being supported to work on targets they have already met.

- The childminder provides healthy meals and fresh water. Children know that healthy foods are good as it stops their teeth from 'going bad.' The childminder ensures children get fresh air and exercise. Children have access to a small play area outside and they walk to and from nursery each day.
- The childminder shows genuine affection and care towards the children. They readily snuggle up together to look at a book. The childminder talks about emotions as children point out the facial expressions of the book characters. Children point to parts of the book character's face. The childminder challenges children to identify where their own nose and eyes are. Children readily take part. They smile with pride as they are praised by the childminder.
- The childminder is experienced and well qualified. She undertakes regular training to keep her knowledge current, such as safeguarding and first aid. The childminder recognises that she does not self-reflect on her own practice fully to help her identify strengths or make changes to her practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of all aspects of safeguarding. She understands how to recognise the signs and symptoms of abuse. This includes aspects relating to safeguarding, such as those individuals that may be at risk from radicalised views. The childminder is clear on her responsibilities to protect children from harm and act on any concerns she may have. The setting is secure, and the childminder supervises children well to ensure they are safe as they play and explore.

What does the setting need to do to improve?

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

- develop a greater understanding of what children can learn from each activity to extend their learning
- build more on what children already know and can do across all areas of the curriculum
- develop systems to evaluate the quality of the provision, in order to identify strengths and priorities for improvement.

Setting details

Unique reference number	EY250770
Local authority	Derbyshire
Inspection number	10073157
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 11
Total number of places	6
Number of children on roll	6
Date of previous inspection	26 May 2016

Information about this early years setting

The childminder is based in New Mills, Derbyshire. She registered in 2003. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers funded nursery education places.

Information about this inspection

Inspector
Susan Hyatt

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector carried out a joint observation with the childminder and evaluated its impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- 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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