

Childminder report

Inspection date: 27 June 2024

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

The childminder offers a welcoming and homely environment where children feel happy, safe and secure. Effective settling-in procedures are in place, and children quickly form strong attachments with the nurturing childminder. When children become upset, the childminder provides them with cuddles and comfort. Children benefit from having clear boundaries and expectations, such as taking turns and sharing resources. They respect what the childminder says and respond positively to her requests and instructions. For example, when she asks children to tidy up some toys on the floor, children work together carrying a bucket to pick up the magnets.

The childminder knows children well and provides personalised care and learning for each child. She ensures their individual needs are fully understood and well planned for. Children explore and get involved in the many activities available. For example, children engage confidently with the childminder to share their enjoyment as they sing songs through a microphone and perform. Children show high levels of concentration as they explore with ice cubes. They learn how warm water melts the ice quickly. Children preserve with pipettes to collect water and cover the ice cubes until they have melted. The childminder offers children lots of praise and encouragement.

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

- The childminder closely monitors and tracks children's progress and swiftly identifies gaps in children's development. Children with special educational needs and/or disabilities (SEND) are supported well. The childminder has made effective links with other professionals and makes adaptations to the curriculum for children's individual needs. All children, including those with SEND, make good progress from their starting points.
- Children get plenty of fresh air and exercise. They enjoy the wide range of physical experiences in the childminder's garden. For instance, children develop physical skills as they ride on wheeled toys. They pretend they are in a traffic jam and ride in different directions. Babies use a range of equipment to help them pull themselves up into standing positions. They smile as they splash in the water tray.
- The childminder offers children healthy, balanced foods and drinks. Children benefit from consistent hygiene routines such as hand washing before meals. Furthermore, the childminder keeps children safe in the sun by applying sun cream before children go to play outside. However, the childminder does not always explain and promote children's understanding of healthy lifestyles.
- Generally, children are supported to develop good independence skills. They are encouraged to make choices from the accessible toys and activities. However,

the childminder does not always help children to build on the skills they already have. For example, children still use cups with a lid on at mealtimes when they are able to drink from open cups. The childminder gives children their meal on a plate with a single fork when some children are ready to use a knife and fork.

- The childminder shows a strong commitment to ongoing professional development. She keeps her knowledge and skills current. For example, the childminder regularly meets with local childminders to share best practice ideas. The childminder attends training targeted to support children in her care. For example, to help children develop their communication and language skills. She has learned different ways to use her environment to encourage conversations. As a result, children use more language during their play. The childminder schedules training to continue to improve her service.
- The childminder understands the importance of working in partnership with parents. Parents state they feel reassured that their children are being well cared for as they receive regular updates through messages and photos of their children during the day. The childminder talks to parents about their children's next steps and offers ideas to support learning at home. Effective partnership working ensures high levels of continuity for children's care and learning.

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:

- help children to further their knowledge and understanding of health lifestyles
- support children to build on the skills they already have.

Setting details

Unique reference number	EY262450
Local authority	Derbyshire
Inspection number	10337159
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	18
Number of children on roll	18
Date of previous inspection	2 July 2018

Information about this early years setting

The childminder registered in 2003 and is located in Long Eaton, Nottingham. She operates Monday to Friday, all year round, except for bank holidays and family holidays. Sessions are from 7.15am until 5pm. The childminder holds an appropriate early years qualification at level 3. She is registered to work with an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Francis

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 childminder.
- The childminder carried out an activity and evaluated this with the inspector.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The childminder talked to the inspector about how she organises her provision and the curriculum while the inspector viewed the premises.
- The inspector observed the interactions between the childminder and the children.

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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