

Childminder report

Inspection date: 31 January 2025

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 creates a welcoming home for children. She is kind, caring and extremely patient. Children show they feel at home as they move from room to room, selecting what they want to play with. Children learn to be helpful and complete tasks on their own. For example, the childminder asks children to tidy up toys before getting others out, which children do willingly. When toys roll under furniture, children take the time and perseverance to retrieve them. They receive praise from the childminder when they retrieve a block from under the sofa, helping to raise their self-esteem and confidence.

The childminder interacts positively with children and values each child highly. Children build close bonds with the childminder. For example, children show affection towards the childminder as they snuggle up to her for a cuddle and a story. The childminder reads stories with a relaxed and calm approach. She makes frequent pauses so that children can study the pictures and talk about what they see. The childminder reminds children to handle books with care. Children are encouraged to be confident and have a go at repeating the story to their friends. They are becoming skilful communicators and developing a love of books as they share them with the childminder.

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

- The childminder has effective partnerships with parents. She gathers detailed information from parents when children first start to help her understand children's backgrounds, interests and needs. The childminder uses her observations and ongoing conversations with parents to help identify and assess where children are in their learning. Parents provide positive comments and are happy with the care and support the childminder provides.
- The childminder takes children on regular outings. Children visit parks and open spaces and enjoy feeding the ducks. While on outings, the childminder provides enriching experiences and teaches children about the world around them. Children learn how to keep themselves safe. For example, the childminder teaches them about road safety and waiting for the 'green man' before crossing the road.
- The childminder understands the importance of promoting children's good health. She reminds children to use their 'elephant trunk' arm to catch the germs when they cough or sneeze. Children are provided with healthy, nutritious snacks and meals, plus access to fresh drinking water. They are supported to complete simple self-care tasks, such as washing their hands before meals and after using the toilet. This helps children to develop good hygiene practices.
- The childminder is well qualified and values her continuing professional development. She undertakes regular training with the local authority to ensure

that her practice and knowledge are current. The childminder has made positive links with other local childminders to share ideas to help enhance her provision further.

- The childminder interacts positively with children and, generally, plans appropriate next steps for their learning. Children eagerly engage in the activities and enjoy playing alongside the childminder. However, on occasion, when children complete what the childminder sets out for them to achieve, she does not extend their learning further. For example, when children thread beads onto a piece of string, the childminder does not think of ways to extend or adapt the activity to help children learn beyond what they already know and can do.
- The childminder helps children understand their emotions by identifying how they might be feeling throughout the day. For example, she comforts children when they are upset and explains that she recognises they are feeling sad. The childminder builds strong relationships with the children she cares for. Children who are unsettled are soothed by the childminder's close presence.
- The childminder is a positive role model. For example, she supports children's good behaviour and is caring in her approach. Children develop an understanding of right and wrong as they learn to share and take turns with toys. The childminder knows children well and ensures that less confident children get their turn in the game or activity.

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:

- adapt the planning and organisation of some activities to ensure that all children are sufficiently challenged and supported to learn beyond what they already know.

Setting details

Unique reference number	EY289953
Local authority	Derbyshire
Inspection number	10367813
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	6
Number of children on roll	14
Date of previous inspection	26 February 2019

Information about this early years setting

The childminder registered in 2004 and lives in Swadlincote. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Carly Polak

Inspection activities

- The childminder and the inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- Children spoke and engaged with the inspector during the inspection.
- The inspector observed the childminder's interactions with the children and jointly evaluated these with the childminder.
- The inspector held discussions with the childminder. She reviewed a sample of documentation.
- Feedback from parents was reviewed by the inspector, who took account of their views.

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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