

Childminder report

Inspection date: 11 March 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

Children are happy to play with their friends at the childminder's house. They demonstrate that they have strong bonds with the childminder as they invite her to play in their games and ask for a cuddle when they need reassurance. Older children are kind towards their younger friends. They demonstrate and explain how to do tasks that younger children find difficult, such as using tweezers. Generally, children behave well. They listen to instructions and help to tidy up when asked. On occasion, children display signs of unwanted behaviour. The childminder consistently deals with this behaviour and explains to children why it is not safe or appropriate. Children receive regular praise from the childminder when they complete tasks independently.

Children are becoming confident communicators. While pretending to be at the dentist, the childminder teaches children new words such as 'gums' and 'injections'. They encourage their friends to participate in their role-play activities. Children develop strength in their hands as they enjoy using play dough. The childminder teaches them how to squash, squeeze and roll the play dough. Children benefit from healthy balanced meals which are freshly cooked by the childminder.

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

- The childminder has developed a curriculum which helps children to become more independent. She wants children to be able to manage their own self-care needs such as getting dressed, using the toilet and feeding themselves. The childminder is patient with children and allows them plenty of time to try and do things for themselves. Children display their skills as they independently wash their hands for lunch.
- The childminder knows children's interests well and supports them to make independent choices in their activities. This enables children to be actively involved in their learning. Overall, the childminder knows what she wants children to learn next and tailors her activities to meet their needs. However, at times, the childminder does not fully understand how to extend activities for older children, to provide additional challenges that increase their learning further.
- Children with special educational needs and/or disabilities (SEND) are well supported. The childminder recognises when children are at risk of falling behind and implements strategies to close the gaps in learning. She understands the importance of early intervention to help children before they start school. The childminder ensures that timely referrals are made for children who may need additional support from external agencies, such as speech and language therapists. Consequently, all children make good progress in their learning.
- The childminder plans her curriculum to support the development of children's

small muscles, which helps with future skills, such as pencil control. However, opportunities to support larger muscle movements is less effectively considered. The childminder does not consistently plan opportunities and experiences that support the development of children's physical skills, such as climbing, balance and coordination.

- The childminder embeds early mathematical skills throughout her activities. Children learn the concept of big and small as the childminder helps them to compare the size of different dinosaurs. The childminder supports children to understand 'more' and 'less' when they use their critical thinking skills to decide how much play dough to put into moulds. Children demonstrate their prior knowledge as they confidently count puzzle pieces.
- Partnerships with parents are generally well-established. The childminder provides parents with updates on activities children have enjoyed and food they have eaten. Parents speak positively of the care the childminder provides and say their children are well settled. However, the childminder has not yet established an effective system for sharing information with parents about their children's development, or considered how to provide parents with ideas and support to continue their children's learning at home.

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:

- use professional development opportunities to better understand how to tailor the curriculum for older children to ensure that it provides them with appropriate challenge to support their learning further
- focus planning to include regular learning experiences that support children in developing their large muscles and physical skills
- strengthen partnerships with parents to enable a shared approach that encourages all parents to be part of their child's learning.

Setting details

Unique reference number	EY299849
Local authority	Derby
Inspection number	10372386
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	2 to 4
Total number of places	12
Number of children on roll	10
Date of previous inspection	16 April 2019

Information about this early years setting

The childminder registered in 2004 and lives in Alvaston, Derby. She operates Monday to Thursday from 9am until 4.30pm, all year round. The childminder has a Level 5 early years qualification. She works with an assistant. The childminder provides funding for free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rachel Barsby-Robinson

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and the children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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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