

Childminder report

Inspection date: 13 March 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

Children have access to a range of equipment in the garden to help develop their strength and coordination. For example, they play with scooters and ride-on toy cars, using their feet to push themselves along. Children jump up and down with excitement when the childminder invites them to join planned activities, such as story time. The childminder holds the book to allow children to see the images on the pages. When asked, children sit on their bottoms to listen to the story, following the childminder's instructions. Children are asked to take it in turns to pull out inserts in the book, which encourages them to share and take part in the storytelling.

Children have opportunities to be creative and explore sounds. When they use a range of musical instruments, children press keys on a keyboard and copy the childminder when she shows them how to bang and shake a tambourine. Children's safety is considered in the childminder's home. For example, the childminder uses safety equipment to stop children from going near the front door. The childminder helps children to understand how their behaviours may affect their safety. For example, when children spin around several times, she tells them that they might fall over and bang their head.

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

- The childminder offers children settling-in sessions when they first start. She invites them to visit on the days of the week they plan to attend. This helps children to become familiar with other children and the daily routine. More sessions are offered, depending on children's individual needs. This supports children to settle and feel emotionally secure, particularly following the COVID-19 pandemic, as some children are unfamiliar with being away from their parents.
- The childminder holds conversations with some children about their home experiences and asks them questions about their family members. This encourages children's thinking skills. However, the childminder is not always as successful in helping less-confident children to communicate, to help best support their developing language skills.
- The childminder spends additional funding that some children receive to enhance their opportunities. For example, she takes them to soft-play centres when children need additional support with their balance. Additional equipment, such as equipment for toy dolls, is purchased. This enables children to follow their interests in role play.
- The childminder observes children and uses assessments to help identify what they need to learn next, in preparation for the future. She talks to parents about how she intends to support their children's development. The childminder gives

parents ideas about how they can continue children's learning at home. For example, she asks parents to support children to drink from an open cup and to put on their own shoes and coats, to help promote their independence.

- Parents like the home-from-home environment the childminder provides. They say that the childminder is professional, friendly, reliable, trustworthy and flexible.
- The childminder gathers feedback from parents. This information helps her to reflect on what she offers children. Recent changes include purchasing a football net for the garden, following children's interests. Children kick balls and shout 'goal' to celebrate when the ball hits the back of the net.
- The childminder helps children to learn about healthy foods and drinks. For example, she offers children nutritious meals, snacks and drinks and talks to children about the benefits of these. Children tell visitors that they drink water because it gives them energy.
- The childminder helps children to understand how to share toys. For example, when children have a large number of a certain toy, she asks them to give two to another child and explains that 'sharing is caring'.
- The childminder attends training courses that help to develop her knowledge of how to promote children's health and safety. For example, she accesses training on topics such as the 'Prevent' duty and paediatric first aid. However, she does not extend her knowledge of how to help children know how to identify potential hazards on the internet at home and how to respond. This will help children to develop their knowledge of how they can keep themselves safe.

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:

- support less-confident children to build on their developing communication skills
- extend professional development to build on knowledge of how to support children to know how to identify and react to potential risks when they use the internet at home.

Setting details

Unique reference number	EY302137
Local authority	Derbyshire
Inspection number	10312181
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 9
Total number of places	6
Number of children on roll	13
Date of previous inspection	23 April 2018

Information about this early years setting

The childminder registered in 2005 and lives in Loscoe, Derbyshire. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Hayley Ruane

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 setting.
- The childminder and the inspector had a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder and reviewed a sample of documentation.
- Written 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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