

Childminder report

Inspection date: 27 February 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	Met
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What is it like to attend this early years setting?

The provision is good

Children have opportunities to develop their confidence in social situations. For instance, the childminder takes children to groups where they have experiences to play and interact with others. Children receive encouragement from the childminder to complete tasks on their own. For example, younger children persevere when the childminder says, 'you can do it', when they attempt to pull lids off pens. This helps children to understand what they can achieve if they keep trying.

Children show their imagination through their role-play experiences. For example, when they play with dolls, the childminder plays alongside children. Through discussions with the childminder when dressing dolls, children learn what is appropriate clothing to wear for the weather, such as coats and boots when it is cold. Children listen and follow the childminder's instructions, showing positive behaviour. For instance, younger children follow the childminder's instructions to build and construct using magnetic shapes. Children are supported to develop their communication and language skills. Younger children build on their speaking skills when they listen to stories and learn the sounds that different animals make. Older children hold conversations with the childminder, encouraging them to talk about past events and recall from memory.

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

- When children first start attending, the childminder offers children opportunities to attend settling-in sessions. During these visits, the childminder helps children to feel secure with her and in her home. For example, she plays alongside children, gives them reassurance and distracts them with toys.
- The childminder gathers information from parents about children's prior learning when they start. She uses this, along with her own observation and assessments, to help identify what children need to learn next. If she identifies any gaps in children's learning, the childminder understands to speak to parents and involve other professionals to provide additional support for individual children and their needs.
- Parents comment that their children have developed with their speech and social skills since being with the childminder. They are happy with the level of communication they receive. The childminder shares photos and information with parents about their children's day. This helps to keep them informed about their children's progress and experiences.
- The childminder supports children to manage their behaviour. For example, she asks older children to use their voice to communicate with others when they do not want other children to take toys from them. The childminder uses distraction with younger children. This shows that the childminder understands how to adapt her interactions to meet the needs of the individual children.

- Children show excitement to join planned activities the childminder offers them. Younger children develop the muscles in their hands when they explore and experiment with oats. For instance, the childminder uses hand-over-hand to support them to use spoons to scoop and pour oats. However, sometimes, the learning intent of activities is not fully implemented to enable all children to build on their learning. For example, when she wants older children to extend their knowledge of recognising numbers and counting, the childminder does not support them to do this.
- The childminder offers children a nutritious range of foods and drinks during the day to help promote a healthy diet. She talks to children about the benefits of eating certain foods when, for example, children use pretend food in their role-play experiences.
- Children make independent choices about what toys they would like to play with. The childminder supports children to be independent when they wash their hands. Children use a low-level step that allows them to reach the sink to wash their hands on their own.
- The childminder completes training courses to help develop her knowledge of how to treat minor medical incidents and to identify and report any safeguarding concerns. However, she does not develop her knowledge of how to support older children to build on their knowledge of how they can promote their own safety. This includes when children use technology to access the internet at home and to keep their bodies private when toileting.

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:

- implement the intent of planned activities more effectively so all children have experiences to build on their learning
- strengthen understanding of how to help older children extend their knowledge of how they can promote their own safety.

Setting details

Unique reference number	EY307352
Local authority	Derby
Inspection number	10368285
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	10
Date of previous inspection	14 March 2019

Information about this early years setting

The childminder registered in 2005 and lives in Littleover, Derbyshire. She operates all year round from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for children aged nine months upwards. The childminder holds an appropriate level 3 qualification.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- The childminder and 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 interacted 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. She 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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