

Childminder report

Inspection date: 13 December 2023

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	Inadequate
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What is it like to attend this early years setting?

The provision is good

The childminder makes a great deal of effort to find out all she can about the children she cares for and what is happening in their lives. She takes time to do this so that she can talk to the children and deliver activities that build upon their skills, knowledge and experiences. Children feel safe with the childminder and openly talk to her about how they are feeling. The childminder knows how the children she cares for like to learn, and she injects fun into learning. For example, she plays a hide and seek game with small-world characters and uses language such as 'in', 'on', 'under' and 'next to' so that children experience first hand what the words mean and learn to use them in context. Children become absorbed in games and seek solutions to problems, such as how to use a small fishing rod to catch magnetic fish. The childminder intervenes and offers timely help when she sees that children are becoming frustrated.

The childminder is a positive role model for children. She shows them respect, and in return children respect her. Children are well mannered and follow the house rules that the childminder has in place to keep them safe. Children know, for instance, that they do not run inside because the floors may be slippery.

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

- Since her last inspection, the childminder has accessed a wide range of learning activities to enhance her knowledge of safeguarding and child protection, alongside other topics. She is now more knowledgeable and better prepared to act appropriately should she notice any concerning behaviour in children or families.
- The childminder has a clear focus on what she wants children to know, understand and be able to do when they leave her to go to school. She works closely with parents to identify and prioritise the next steps in children's learning. She provides playful experiences that meet the specific needs of children so that they consolidate what they have already learned and have new challenge introduced. For example, children who are building up their understanding of number and recognise numerals giggle when the childminder intentionally places a piece of a number puzzle incorrectly into the puzzle. The children confidently count and show the childminder the correct position for the puzzle piece.
- The childminder is conscious that the children she cares for all have different life experiences. To help to broaden all children's experiences, she uses a wide range of activities in her home and on visits to places in the local area and beyond. Many of the activities are used to help children to develop their ability to play alongside or with other children, or to work as part of a larger group, which she identified children were not experiencing in her home-based setting. Outings to the childminder's allotment, as well as to shops and the local park, provide

children with the opportunity to practise their physical development. They develop strength and coordination when they dig and learn how to climb steps. They use their increasing understanding of number to collect grocery items, such as five bananas, when shopping.

- Parents and children appreciate the care and attention the childminder gives. Parents praise the childminder for her skills in helping their children to make progress. They value the range of meals and snacks children have with the childminder. Relationships between the childminder, parents and children are trusting.
- Children are exposed to a wide vocabulary. The childminder has conversations with them, involves them in stories and sings rhymes with them. When playing a fishing game, the childminder explains, for example, what words such as magnetic mean. Occasionally, the childminder repeats 'baby language', such as 'horsey', back to the children rather than gently correcting them using the proper word.
- Children display high levels of confidence and independence. The children choose freely from a range of resources that are accessible to them. The childminder is, however, sometimes a little too helpful and steps in to do things that children can attempt safely themselves.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear about her first responsibility being the safety and welfare of the children she cares for. She is now more aware of the signs of a wide range of concerns, both cultural and social, that could be present in the local area and have a detrimental impact on the lives of the children she cares for. The childminder can describe signs and symptoms of possible abuse and knows who she should contact to report her concerns. The childminder has assessed her home for risks and has suitable measures in place to reduce the risk of injury to children.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- avoid reinforcing children's use of 'baby language', and encourage them to use the correct names for objects
- allow children more opportunities to make independent choices and attempt tasks for themselves.

Setting details

Unique reference number	EY312102
Local authority	Derbyshire
Inspection number	10306340
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	3 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	5 July 2023

Information about this early years setting

The childminder registered in 2006. She lives in Glossop, Derbyshire. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 3 and offers places to children in receipt of government early years funding.

Information about this inspection

Inspector

Joanne Smith

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for their curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents and children shared their views of the childminder through written testimonials, and the inspector took account of their views.
- The childminder provided the inspector with a sample of relevant 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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