Childminder report

Inspection date:	6 December 2022

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is good

Children are happy and make choices about what they want to play with as they move around this friendly childminder's home. Children snuggle with the childminder to listen to a story. She reads this well and involves them in the interactive story about a reindeer and a mouse. Children giggle as they feel the textures of the reindeer and shout, 'there it is,' as they find the mouse. This helps to develop their early literacy skills.

Younger children develop a positive attitude to their learning and are eager to join in the activities the childminder plans. They negotiate the step safely to go into the dining room. Here they safely sit in high chairs to create pictures. Children use their small-muscle skills well. They swirl the glue with their fingers and carefully place sparkles on their pictures of Christmas trees. Children thoroughly enjoy this activity and say, 'It is for mommy'.

Children are excitable as they play with a Christmas toy. The childminder shows them how to press the button and they scream with delight as the spinner spins and the snow falls over the penguin, snowman and Santa. The lights flash and this encourages children to press the button and watch with fascination all over again.

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

- The childminder implements a curriculum that considers children's interests. She plans activities to enhance children's learning and develop their skills. For example, she provides dolls and clothes, so the children can learn to manage fastenings as they dress and undress them. This helps their future learning as this supports the children to learn how to dress.
- The childminder promotes children's language skills well overall. She gets down to the children's level and makes eye contact as she speaks. She provides children with a commentary of what they are doing to help them understand. However, the childminder does not use all opportunities to model new words to extend their vocabulary. She sometimes refers to the toys or objects the children are using as 'it'. For example, she says, 'You are putting it in the hole' as children play with the jigsaw pieces.
- The childminder extends the experiences children have at home. She teaches children how to handle animals and care for them safely. Children help to feed and care for the childminder's pet rabbits. They learn to be gentle and respectful. Children also collect eggs from the chickens and enjoy baking cakes. This helps children to understand where food comes from.
- The childminder works effectively with parents. She ensures children's care and learning needs are continually met. The childminder regularly shares information with parents about children's learning. This helps parents to support their

children's learning at home. Parents speak highly of the childminder, saying she is professional, caring and friendly.

- The childminder adopts a positive approach to children's behaviour. She interacts with children and joins in their play. Children receive lots of praise for their efforts to build their confidence. This ensures they are always willing to have a go. This is evident as children try and fill containers with different sizes of objects. Children learn some will fit and some are too big. They are learning to solve problems for themselves.
- Children are developing their self-care skills. They take off their shoes as they arrive and learn to put their coats on. Children know to wash their hands before lunch and confidently feed themselves. They are beginning to say 'please' and 'thank you'. Children know where the toys go as they help to tidy away, putting them into the basket.
- The childminder reflects on her practice continuously to identify what works well and how she can improve. She gathers the views of parents and children to help her to improve the service she provides. The childminder conducts online research. She identifies training that will help to develop her knowledge and skills further on how young children play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of local safeguarding concerns. She knows the signs to look out for that may indicate a child is at harm. The childminder understands the procedures to follow if she has a concern about a child's welfare, or an allegation is made against her. She completes regular training to keep her knowledge of safeguarding up to date. The childminder supervises children well. She ensures her house and garden are secure, so that children cannot leave unsupervised and unwanted visitors cannot gain entry. The childminder carries out risk assessments to identify and remove any potential hazards for children.

What does the setting need to do to improve?

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

- extend the modelling of new words to support children's speaking skills and increase their vocabulary.

Setting details

Unique reference number	EY313000
Local authority	Derbyshire
Inspection number	10234957
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 11
Total number of places	6
Number of children on roll	12
Date of previous inspection	19 December 2016

Information about this early years setting

The childminder registered in 2005 and lives in Melbourne, Derbyshire. She operates all year round from Monday to Friday, 7.30am until 5.30pm, except for the week between Christmas and New Year, bank holidays and family holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector
Jan Hughes

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 childminder.
- The inspector completed a learning walk with the childminder and discussed how she organises and implements her curriculum.
- The childminder completed a joint observation with the inspector. The inspector considered the quality of education during activities and the impact this had on children's learning.
- The children spoke with the inspector and invited her into their play at appropriate times throughout the inspection. The inspector observed interactions and the conversations between the childminder and the children, and considered the impact these have on children's learning.
- The parents provided written reviews about the childminder's service so the inspector could take account of their views.
- The inspector had a discussion with the childminder about her training and how she evaluates her practice.
- The childminder shared relevant documentation and provided evidence of the suitability of the childminder.

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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