

Childminder report

Inspection date: 24 July 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 make good progress during their time in the childminder's care. They attain a wide range of skills that prepare them well for their future learning. The childminder sequences her curriculum to help children build on what they know and can do. For example, the childminder plans activities to support children's developing physical skills. Children enjoy playing with the footballs in the garden and learn to throw and kick the ball towards a target. They learn to negotiate space on wheeled toys and move their bodies under and over obstacles. The childminder supports children to use tools, such as scissors and tweezers. This helps children to increase their skills as they strengthen their hands in preparation for later writing. The childminder uses information gathered from parents, the children's interests and her observations to plan for children's learning. Children learn to share their ideas and opinions with the childminder, who listens carefully and respectfully.

The childminder is warm, welcoming and friendly, and children thrive in her care. She has high expectations of children's behaviour and has established daily routines to support children's learning. For example, the childminder introduces children to an 'interactive feelings' display. Children learn to share their feelings using pictures and are encouraged to talk about how they could move to a different feeling. Children suggest that if their friend is feeling sad, they could give them a hug to help make them feel happy. This encourages children to develop an awareness of their feelings and be considerate of others.

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

- The childminder provides children with a wide variety of experiences. Children attend playgroups, libraries and parks. The childminder and children go on trips with other local childminders and their minded children. This provides children with opportunities to socialise with other children and adults and helps them to develop confidence in new environments.
- The childminder uses her knowledge of healthy, nutritious and well-balanced meals to promote children's good health. She prepares freshly made meals and snacks for the children using some fruit and vegetables they have grown. In addition, she implements a 'no juice' policy to promote good oral hygiene. Children begin to understand the importance of personal hygiene routines. For example, the childminder encourages children to wash their hands before eating.
- The childminder supports children to develop their language and communication skills well. She encourages them to learn new vocabulary and its meaning. The childminder uses repetition and modelling to help children learn and remember words. For example, when children list transport such as 'car', 'bus' and 'lorry', the childminder explains that they are all 'vehicles'. Later, children show

understanding of the new word when they are asked to tidy the vehicles.

- Children develop a love of books. They look at books independently and with their friends. Children enjoy listening to a wide range of stories that introduce them to rhyme and story language. The childminder reads with enthusiasm to the children. The childminder discusses the stories and uses questioning effectively to develop children's understanding and maximise their early literacy skills.
- The childminder encourages children to be independent. She supports them to put on their own shoes and coats and to use cutlery appropriately at mealtimes. The childminder is careful to ensure that all children are fully included in the activities and routines of the day. She chats to children as they play, providing a running commentary of what they are doing. However, the childminder quickly moves the children on from one activity to the next or makes a suggestion of what to do next. This means that children do not always have time to concentrate on their chosen activity for a sustained amount of time to deepen their learning.
- The childminder shares information about children's learning and routines with parents. She also gives them ideas on how to support children's learning at home. Parents praise the care and education that are provided for their children. One parent commented, 'The childminder is part of our extended family,' and another considered the childminder a 'co-parent'.
- The childminder is hard-working and passionate about delivering high-quality care and education for children. She attends additional training to enhance her knowledge and skills. She receives valuable support from a local childminding network to keep her knowledge current. Additionally, she has developed effective links with local schools to support children's smooth transition.

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:

- give children time to concentrate in their chosen activities and deepen their learning.

Setting details

Unique reference number	EY336425
Local authority	Derby
Inspection number	10339625
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 11
Total number of places	6
Number of children on roll	19
Date of previous inspection	11 September 2018

Information about this early years setting

The childminder registered in 2006 and lives in Littleover, Derby. She operates all year round, except for bank holidays and family holidays. She operates from 7am until 6pm, Monday to Friday. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Tracy Hopkins

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 childminder provided the inspector with a sample of key documentation on request.
- Parents' views were taken into account.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact this has on children's learning.

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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