

Childminder report

Inspection date:

5 September 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

The childminder warmly welcomes children into her setting and builds strong relationships with children and their families. Children are happy, and they show high levels of emotional well-being as they explore their surroundings and make choices about what they want to do. The childminder provides rich, playful experiences that capture children's interests. For example, during outdoor play, she introduces an activity using bubbles. The childminder encourages children to jump, bend and stretch and to try and catch the bubbles. Children show their enjoyment as they watch the bubbles move in the wind, and they develop their physical skills as they move their bodies in different ways.

Children learn to behave well. The childminder enthusiastically encourages children to participate in activities. Children are motivated to learn and are eager to try new things. For instance, young children use their small-muscle skills and strengthen their fingers and hands as they manipulate, squeeze and poke dough. The childminder encourages children to use tools. Children eagerly roll and cut shapes out of the dough. The childminder promotes children's listening and communication skills effectively. For example, she reads stories to them and sings rhymes and songs. Older children participate well in these sessions and repeat phrases and rhymes from popular books, such as 'We're Going on a Bear Hunt'.

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

- The childminder finds out about children's interests and previous experiences before they start at her home. This helps her to understand what children already know and can do. She observes the children and focuses her support on what they need to learn. Overall, the childminder knows what she wants children to learn. However, she does not fully consider the learning needs of the older children. She does not provide enough challenge to further their learning to help them make further progress.
- The childminder creates a curriculum that follows children's interests and encourages them to explore the environment and develop their curiosity. She understands the skills children need to acquire for their future learning and implements her curriculum programmes effectively overall. However, the childminder does not always help children to consolidate and extend their mathematical knowledge. For example, she does not frequently encourage older children to use mathematical words in their play, recognise numbers or practise their counting skills.
- The childminder is a calm and positive role model who has high expectations of the children in her care. Children respect the rules and respond positively to requests and instructions, such as tidy-up time. They demonstrate their delight in the positive reinforcement and the praise they receive from the childminder.

This helps to raise children's self-esteem and sense of well-being.

- Parents are happy with the care the childminder offers. The childminder holds regular discussions with them about their child's time in her care. She demonstrates a strong knowledge of the families she works with and assists them wherever possible. These trusting relationships help children to feel safe and secure.
- The childminder supports children to develop their self-care skills. She helps younger children how to put on their shoes and coats. Older children can do this independently and know how to zip up their coats. The childminder teaches the children about being healthy. The children know to wash their hands before lunch to 'get rid of the germs' and to eat their fruit and salad to help them grow.
- The childminder supports children to broaden their experiences as she takes children on visits to the local community. For example, children extend their physical development as they visit the local parks and use large play equipment. They develop an understanding of road safety as they go on walks. In addition, the childminder provides children with wider experiences as they travel on buses to the local city.
- The childminder demonstrates a genuine enthusiasm for her work. She has a positive attitude towards her continuing professional development and completes a range of training to improve her knowledge. For example, she has recently completed training to develop how young children learn. This has helped her to provide more opportunities and experiences for children. The childminder is proactive in seeking advice and sharing practice and has a good relationship with other local childminders.

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:

- strengthen the curriculum for older children to ensure that it provides them with appropriate challenge to support their learning further
- develop the curriculum for mathematics to better support the development of older children's mathematical skills.

Setting details

Unique reference number	EY355576
Local authority	Derbyshire
Inspection number	10355451
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	11
Date of previous inspection	29 November 2018

Information about this early years setting

The childminder registered in 2007 and lives in Belper, Derbyshire. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for the week between Christmas and New Year and bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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 her evaluation of the setting.
- The childminder and the inspector held a meeting. The inspector looked at relevant documentation, including evidence of suitability.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector jointly evaluated an activity that children completed.
- The inspector observed the resources that are available for children and had a tour of the premises.
- Parents provided written statements for the inspector, so she could take 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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