

Childminder report

Inspection date: 1 August 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	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time in the childminder's home. They are warmly welcomed by the childminder, and they settle quickly into a stimulating and safe environment. The childminder helps children to think about what to build with wooden bricks. Children use their imagination as they name their creations, saying, 'I'm making a castle.' They are encouraged to develop their small-muscle skills as they carefully balance bricks and build towers.

Children learn about planting and growing as they explore the childminder's safe and secure garden. The childminder helps children to investigate pea pods as she shows them the seeds inside and explains how they will use them to plant next year. She talks to the children about the vegetables they have grown this year. Children are helped to harvest French beans, and they shout with excitement as they discover the potatoes they planted deep in pots.

The childminder is a good role model. She continuously offers praise and encouragement as children learn to play harmoniously and listen carefully to instructions. Children understand the importance of ensuring that the play areas are kept tidy. They demonstrate their understanding of daily routines as they take their shoes off and place them on the shoe rack and quickly tidy away the bricks after they have finished playing.

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

- The childminder has created a curriculum to help children build a range of skills in preparation for the future, such as starting school. She places emphasis on helping children develop independence skills. Children learn to put on jackets and shoes before going outside and know to wash their hands after harvesting vegetables from the soil.
- The childminder supports children to develop their communication and language skills. She talks to them continuously and asks appropriate questions to find out what children already know and can do. However, the childminder does not always extend activities or the support she offers to further build on what children already know and can do.
- Partnerships with parents are good. The childminder regularly shares information about children's progress and helps parents to support their children's learning at home. Parents comment that the childminder has a 'nurturing and caring nature'. This helps children to build strong bonds with the childminder and settle quickly.
- The childminder understands the importance of developing children's social skills. Regular visits to local toddler groups and library sessions ensure that children gain a good knowledge of the wider community in which they live.

- The childminder places a strong emphasis on ensuring that children gain experiences outdoors. She understands the importance of fresh air and exercise. Children have daily access to her large garden. They regularly go on walks in the environment and to the park, where they are able to develop their large-muscle skills on the play apparatus.
- The childminder ensures that she gathers information about each child from the parents before they start. She gains knowledge about each child's likes and dislikes, along with their routines and their development. This helps the childminder to settle children quickly and attend to their emotional well-being needs.
- Children learn to be polite and well mannered in the childminder's care. For example, they show patience and resilience when they wait their turn to fill the watering can. They show good social skills as they chat with each other about their family life.
- The childminder provides children with a healthy diet. Children enjoy homegrown vegetables that they help to prepare. The childminder provides home-cooked, nutritious meals and snacks for the children and has regular conversations about looking after their physical and oral health.
- The childminder provides good support for children with special educational needs and/or disabilities. She communicates well with parents and teachers to help support children. As a result of this support, children make good progress in their development.
- The childminder ensures that she attends regular courses and monthly managers' meetings to help her to gain valuable knowledge about child development. For example, she recently completed training on building communication. This has helped her put further strategies in place so that children make good progress with their communication and language skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the importance of protecting children from harm. She can identify signs and symptoms that indicate a child is at risk of abuse. The childminder demonstrates knowledge of the procedures to follow if she has concerns about a child's welfare. She understands her responsibilities in managing allegations and knows how to record and report any concerns. The childminder ensures that she minimises hazards in her home and when she is out in the local area with the children. Her home is safe and secure, and she takes steps to manage risks appropriately.

What does the setting need to do to improve?

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

- extend and build on what children already know and can do to maximise their learning.

Setting details

Unique reference number	EY358798
Local authority	Derbyshire
Inspection number	10295393
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 8
Total number of places	6
Number of children on roll	14
Date of previous inspection	8 December 2017

Information about this early years setting

The childminder registered in 2007 and lives in Brimington, Chesterfield. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Stephanie North

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 showed the inspector the premises, and they discussed how she ensures it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector discussed how the curriculum is implemented and the impact this has on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key 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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