

Childminder report

Inspection date: 22 May 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 arrive and separate happily from their parents. They are welcomed warmly by this caring childminder. Children confidently explore the activities on offer and talk to the childminder about what they have done with their families at the weekend. The childminder shows a real interest in what children have to say and provides prompts to help to extend their discussions further.

Children learn to behave well. They generally share toys appropriately. When they show frustration, they are skilfully supported by the childminder and gently reminded about the expectations for their behaviour. When children occasionally become upset, they are encouraged to take time to rest and are welcomed back to play when they are ready and feeling better. Older and younger children play calmly alongside each other as the childminder talks to older children about being kind and caring.

Children enjoy taking part in adult-led activities with the childminder. They draw on their past experiences as they join in a sand activity. Children point at pictures of the beach displayed on the wall and talk about how they remind them of a trip to the beach that they enjoyed with the childminder. These wider experiences support children's learning and development.

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

- The childminder has a good understanding of what children can already do and what she wants them to learn next. She plans a well-sequenced curriculum that supports children to develop their skills, and she provides appropriate toys and activities. For example, she provides opportunities for children to develop their small-muscle skills, such as games with tweezers for the older children and digging with small trowels for the babies.
- The childminder uses songs and stories to support children's communication and language skills. She introduces new vocabulary to children throughout their play and comments on what they are doing, using open-ended questions to extend their language. However, the childminder does not always consider the impact of distracting noises in the environment to support her vision for helping children to develop their communication and language skills. For example, during snack times and adult-led activities, nursery rhymes are left playing in the background.
- The childminder adapts her interactions with children to support their individual developmental stages. For example, she engages older children in an animal matching game and uses this as an opportunity to introduce younger children to new animals and the sounds that they make. This means that all children's learning needs are well supported through each activity provided.
- The childminder guides children through the routines of the day. She provides

children with reminders about what comes next and encourages them to move between the activities of the day. She praises children as they tidy up their games, without being prompted, ready for snack time. However, at times, the childminder does not make the most of the opportunities for children to practise their independence skills. For example, although children take off their coats, they are not encouraged to hang them up.

- The childminder is committed to her own professional development. She attends regular training, such as safeguarding and child development, to keep her knowledge relevant and up to date. The childminder is passionate about evaluating her setting and making improvements where needed to meet children's individual needs and constantly improve the service she provides.
- The childminder understands the importance of building good relationships with families. She seeks parents' views through regular questionnaires and uses their feedback to make changes to the setting where needed. The childminder has a clear system for settling new children into the setting and works closely with parents to carry out initial assessments of children's stages of development. Parents comment that the childminder works with them to match their home routines. This supports children to settle into the setting quickly.

Safeguarding

The arrangements for safeguarding are effective.

The childminder recognises the signs and symptoms of different types of abuse and has attended training, such as 'Prevent' duty training, to secure her knowledge of local safeguarding concerns. She is confident in her responsibility to report concerns about adults in the setting should these occur. The childminder knows how and when to escalate concerns about children to external agencies where this may be required. She carries out daily checks and regular risk assessments of the indoor and outdoor environments to ensure children's safety.

What does the setting need to do to improve?

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

- reduce distractions which cause children to lose concentration and focus during play, to fully support their learning
- maximise opportunities for children to be independent as part of daily routines.

Setting details

Unique reference number	EY363354
Local authority	Derbyshire
Inspection number	10280126
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 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	20 September 2017

Information about this early years setting

The childminder registered in 2007 and lives in Glossop, Derbyshire. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector

Emma Gardner

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 setting.
- The childminder accompanied the inspector on a learning walk of the setting and discussed how she organises and implements her curriculum.
- The inspector observed interactions and the conversations between the childminder and the children and considered the impact on children's learning.
- The childminder took part in a joint observation with the inspector.
- The childminder showed the inspector a range of documentation, including documents relating to her suitability.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact 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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