

Childminder report

Inspection date: 30 May 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 learn how animals grow. For example, they watch the childminder's giant land snails grow from being baby snails to fully grown. Children are supported by the childminder and her assistant to learn about the life cycle of caterpillars. The childminder helps children to develop their balance and coordination. For example, she plays music and shows them how to jump. Younger children begin to land on two feet. The childminder challenges older children to be accurate when they jump, asking them to jump onto stars that are on the carpet. Children show pride in their achievements and say, 'I can do it,' when they manage to do this successfully. Children are supported to understand the effects of exercise on their bodies. For instance, the childminder asks them to put their hand on their chest. When children say that their heart is 'beeping', the childminder tells them it is 'beating', supporting their understanding of what is happening.

Children listen and follow instructions when they are given tasks to complete. For example, they help the childminder to dry a wet slide in the garden before they use it. Children understand and follow the routines in the day that are established by the childminder. For instance, they spring into action to help tidy away toys when certain music is played. These daily routines contribute to children feeling safe in the childminder and her assistant's care.

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

- The childminder attends training courses online with her assistant to help develop their knowledge of how to support children's communication skills. They use this knowledge to provide targeted support to help children communicate. For example, when children struggle to communicate their needs and wishes, the childminder shows them cards that display images that children can point to, helping them express their thoughts.
- The childminder and her assistant support all children, including those who speak English as an additional language, with their speaking skills well. For instance, when children say words and sentences incorrectly, the childminder and her assistant repeat these back to children correctly, helping them to hear the correct pronunciation.
- Children have opportunities to develop a love of books. They sit well and listen when the childminder's assistant reads them a story. She uses different tones in her voice that help to capture their interest and focus.
- The childminder and her assistant observe children and use assessments to identify how children are progressing in their learning and what they need to learn next. This information is shared with parents, so they are aware of how their children are developing. The childminder supports parents to continue children's learning at home, such as to promote their counting skill and to match

numbers to the same number of objects.

- Parents say that children are happy in the childminder and her assistant's care. They say that children are learning something different every day and always come home happy.
- Children are encouraged to be independent, helping them to learn skills in preparation for school. For example, older children are given time to put on their shoes by themselves; younger children receive support from the childminder and her assistant to do this.
- The childminder and her assistant recognise and praise children's achievements. For example, they give them certificates in recognition of what they have done. Children proudly say that they received a certificate for zipping up their coat on their own.
- The childminder talks to parents about how they can provide healthy foods for their children. However, the childminder does not fully support children's oral health. For example, she could do more to help children to embed their knowledge of the importance of taking care of their teeth.
- The childminder helps children to learn how to hold scissors safely when they walk with them in their hand. However, the childminder and her assistant do not support children to develop their knowledge of how to recognise and know what to do if they encounter potential risks when they access the internet at home. This will contribute to helping children to learn how they can keep themselves safe.

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 support for children's oral health and help them to understand the importance of taking care of their teeth
- help children to recognise and know what to do if they encounter potential risks when they access the internet at home.

Setting details

Unique reference number	EY391465
Local authority	Derbyshire
Inspection number	10335605
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	0 to 5
Total number of places	12
Number of children on roll	8
Date of previous inspection	21 June 2018

Information about this early years setting

The childminder registered in 2009 and lives in Hatton, Derbyshire. She operates all year round from 8am until 6pm, Monday to Thursday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate level 3 qualification and works with an assistant who holds an appropriate level 2 qualification.

Information about this inspection

Inspector
Hayley Ruane

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 and inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder and her assistant. She reviewed a sample of documentation.
- Feedback from parents was reviewed by the inspector, who took 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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