

Childminder report

Inspection date: 3 April 2025

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 provides a warm and welcoming environment, where children demonstrate that they feel safe and secure. Children settle into the home, which the childminder has organised to support their learning and development. Children can make choices about their play. They thoroughly enjoy playing in the childminders garden. The childminder provides activities to support children's fine motor skills. For example, children use spades to scoop up sand and dip paint brushes into water as they make marks on the floor. Children engage well and show good concentration skills.

The childminder knows her children well. She identifies when young children are tired and follows parents' routines from home to settle them for a sleep. The childminder cuddles and soothingly talks to children. She ensures they have their own comforters and plays calming music as they fall asleep. This nurturing approach helps children to feel emotionally secure.

The childminder plans learning experiences to help children make progress. For example, during the week, children experience visits to local groups, where they can play, explore and build new friendships. Children also learn about their environment. They visit museums and local parks, which promotes their understanding of the world around them.

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

- The childminder plans a curriculum that ensures children have access to a wide range of age-appropriate learning opportunities. She uses observations and assessment to check children's progress and identify what children need to learn next. However, she does not consistently use this knowledge to effectively support younger children as they play. For example, when the childminder identifies that younger children need to develop their balance and walking skills, she does not full support them to do this.
- The childminder joins in children's play to nurture their understanding of early mathematical concepts. For example, she encourages children to recognise how many ducks they have left as they sing number songs together. Children confidently hold their fingers up to show the childminder how many ducks are left. As children play in the sand pit, the childminder brings mathematical language into children's play, such as when they talk together about shells being small, medium and large in size.
- The childminder creates a language rich environment. Children hear lots of words and practise what they know during songs and stories. The childminder narrates play, introducing new vocabulary and models' simple phrases to help children build their language skills. However, on occasion, the childminder asks

several questions in quick succession and occasionally answers her own questions. This does not fully support children to think for themselves and respond to questions.

- The childminder is motivated to continue her ongoing learning to continually improve her provision. For example, following recent training, she has made adaptations when teaching the children early mathematics. She plans activities which encourage children to guess how many objects they have. Children benefit from these experiences as they learn how to estimate. The childminder regularly collaborates with childminders to review and discuss practice. This ensures that her practice remains effective, inclusive and aligned with the latest standards.
- Partnerships with parents is strong. The childminder regularly shares information with parents about children's current learning and development. She offers parents ideas to support their children's continued learning at home. Parents comment positively on how the childminder offers advice on issues, such as toilet training. This partnership working contributes to children receiving a consistent approach to their care and learning.
- The childminder understands the importance of children developing independence. For example, the childminder teaches children to wipe their own nose, using a 'pinch and blow' method. She continues to promote their independence by encouraging children to wash their hands and take responsibility for tidying up after meals and activities.
- Children learn about simple rules and how to follow instructions that teach them to begin to manage their own behaviour and to cooperate with others. For example, when minor disagreements occur, the childminder calmly reminds children how to share and promotes positive behaviour. These interactions help children to develop a 'can do' attitude and keeps them motivated when faced with challenges.

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:

- build on the already strong teaching to focus more sharply on individual children, building on what they already know and can do, and what they need to learn next
- support children more effectively to think and respond to questions.

Setting details

Unique reference number	EY406938
Local authority	Derby
Inspection number	10380878
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 3
Total number of places	12
Number of children on roll	6
Date of previous inspection	27 June 2019

Information about this early years setting

The childminder registered in 2010 and lives in Spondon, Derbyshire. She operates all year round from 7:30am until 4.30pm, Monday to Thursday, except for Christmas, bank holidays and family holidays. The childminder is in receipt of funding to provide free early education for children. She holds an early years qualification at level 3.

Information about this inspection

Inspector
Kate Francis

Inspection activities

- The childminder showed the inspector the areas of the premises used for childcare and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about how they organise their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Interactions between the childminder and children were observed throughout the inspection.
- The inspector carried out a joint observation of a small group activity.
- Parents shared their views of the setting with the inspector.
- 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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