

Childminder report

Inspection date:

22 September 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children enjoy their time at the childminder's home. They are keen to engage in adult-led activities. For example, children develop a love of books and songs. They cosy up to the childminder as they listen to a story about three bears. Babies point at the pictures and babble, while two-year-olds choose which of the bears' porridge they would eat. Children enjoy singing along to familiar songs and joining in with the actions. The childminder provides additional resources to extend their singing experience. Babies bang on drums and bounce up and down to the rhythm. Two-year-olds pretend they are soldiers and march around the room with the childminder. This helps children develop their coordination skills and muscle strength.

Children are developing the skills they need in preparation for school. For example, all children make choices about their own play and the activities they take part in. They readily put toys away and clear the table ready for lunch. This supports their growing independence skills. At mealtimes, babies learn to feed themselves, and older children are sociable and laugh together as they eat. The childminder supervises children as they climb the stairs to access the bathroom. Children take care on the steps and hold onto the handrail. This helps children learn how to be safe.

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

- The childminder supports children to lead a healthy lifestyle. She ensures children get daily fresh air and exercise. The childminder provides healthy meals and fresh drinking water. Children are encouraged to wash and dry their own hands, using their individual hand towels. The childminder helps babies to rub their hands together and wash off the bubbles. To this end, even the youngest children are developing good hygiene practice.
- The childminder provides plenty of opportunities for children to develop their small-muscle skills. Babies concentrate as they use spoons to carefully scoop up stones. Two-year-olds are presented with additional challenge as they are supported to use tweezers to transfer the stones to small pots. This helps children develop the muscles they need for early writing.
- Overall, the childminder helps children make good progress in their language and communication development. Children are continually spoken to during their play and care routines. Babies babble back and forth with the childminder which helps their early conversational skills. However, occasionally, the childminder does not pronounce words correctly. For example, dogs are consistently referred to as 'doggies'. This means children are not always learning to use words that are correct.
- Children behave well and are effectively supervised. The childminder provides a

range of enticing activities which encourages children to focus for long periods of time. Children are encouraged to share and play together. The childminder notices that babies are keen to put lids on pens. She models how to do this and provides words of encouragement. This helps children to learn to keep trying.

- The childminder encourages children's early mathematical development. During children's play she counts, names colours, sizes and shapes. For example, children enjoy playing with cars and watching them slide down the ramp. The childminder encourages children to find smaller cars, as the big ones may get stuck. Children search for smaller cars that will fit.
- The childminder supports children to learn about the world around them. For example, she shows babies how to bang metal spoons on a variety of surfaces to make different sounds. Babies laugh and copy this. However, there are occasions when the childminder presents children with a problem but does not give them time to think or test this out before she steps in and gives them the answer.
- Parents are positive about the care their children receive from the childminder. They state their children have access to a variety of activities and have progressed with their social skills and language development. Parents feel communication with the childminder is good, and they feel well informed about what their children are learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role to keep children safe and promote their well-being. She has a secure knowledge of the possible signs that may indicate a child is at risk of harm. This includes signs that may indicate those who are at potential risk from radical views. The childminder knows the procedures to follow should she have any concerns about a child's welfare. She ensures all mandatory training is current and up to date, including safeguarding training and paediatric first aid. The childminder ensures her home is secure and children are well supervised at all times.

What does the setting need to do to improve?

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

- develop the teaching of communication and language to further extend and increase children's vocabulary and acquisition of new words
- develop skills further to enable children the time to process their thoughts and express their ideas when responding to information and questions.

Setting details

Unique reference number	EY429641
Local authority	Derbyshire
Inspection number	10071592
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 9
Total number of places	6
Number of children on roll	12
Date of previous inspection	15 September 2015

Information about this early years setting

The childminder registered in 2011 and lives in Glossop, Derbyshire. She operates all year round, Monday to Thursday, from 7.30am to 5.30pm, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector
Susan Hyatt

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 her provision.
- The childminder showed the inspector the premises and discussed how she ensures it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- 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 inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- Parents shared their views of the childminder 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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