

Childminder report

Inspection date: 8 August 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	Met
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What is it like to attend this early years setting?

The provision is good

Children are supported to feel welcome, safe and secure when they arrive. For instance, the childminder takes an interest in what children bring from home, such as hats. Children smile and giggle with the childminder when they play a game of peekaboo from behind their hat. This shows the positive relationships children have with the childminder. Children learn the rules and boundaries that the childminder implements. For example, they say that to be kind, they could talk to someone and hug them. This shows their understanding of how to behave positively.

Younger children watch the childminder when she models how to play. This includes her showing children how to feed toy dolls with pretend milk. This encourages children to copy and explore how to use role-play resources to support their imagination. Children's communication and language skills are promoted well by the childminder. For instance, when she plays alongside younger children, she names objects they play with, helping them to understand new words to support their speaking skills. When the childminder speaks to older children, she holds back-and-forth conversations with them, such as discussing previous holidays they attended. Children talk about visiting the seaside and seeing crabs. This contributes to supporting children to develop their thinking skills and to remember past events.

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

- Children are supported to retell favourite stories. For example, the childminder provides toys that reflect characters in familiar stories for children to play with. She asks them questions to encourage them to remember stories, playing alongside them to support their memory.
- When the childminder asks children to tidy away toys, they listen and follow her instructions. Children show an understanding of the routine of the day and work as a team to tidy the playroom. This contributes to them taking responsibility for caring for the environment.
- The childminder focuses her curriculum on identifying what individual children need to learn next to help them progress in their learning. This includes supporting younger children to develop their physical skills. For instance, the childminder puts toys slightly out of reach of babies when they sit, to encourage them to crawl. She holds on to younger children's hands and provides them with toys to push. This helps to support their balance and movement as they begin to take their first steps.
- Overall, the childminder supports children to manage their self-care skills well. For example, she provides a step that enables older children to wash their hands by themselves before they eat, to promote hygiene routines. Children do this competently. However, younger children are not supported as well to manage their own self-care needs. For example, the childminder does not fully support

them to feed themselves during all mealtimes. This will contribute to their developing independence.

- Parents say that the childminder and her co-childminder are helpful, friendly and accommodating. The childminder shares information with parents about activities children enjoy and how she intends to support their learning. She offers parents ideas and suggestions about how they can continue to aid children's learning at home, such as to support younger children's speaking skills. This helps to provide a united approach to supporting children's development.
- The childminder monitors her practice and identifies improvements that have a positive impact on children's experiences. This includes providing them with opportunities to learn about the life cycles of flies, caterpillars, plants and chickens. However, the childminder does not consistently identify ongoing professional development opportunities to help raise the good quality of her practice further.
- The childminder helps children to develop the muscles in their hands in preparation for early writing skills. For instance, she provides children with large chalk to use on the ground outdoors. She encourages older children to talk about what they draw. Children say 'a butterfly'. The childminder helps younger children to learn what colour chalks they use, keeping her language simple, to support their understanding of the tools they use.

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:

- develop opportunities for younger children to manage their own self-care to extend their independence skills further
- build on professional development to help raise the quality of practice even further.

Setting details

Unique reference number	EY440206
Local authority	Derbyshire
Inspection number	10358252
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 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	30 September 2022

Information about this early years setting

The childminder registered in 2012 and operates from her co-childminder's house in Shirebrook, Mansfield, Nottinghamshire. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate level 3 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 co-childminder. She reviewed a sample of documentation.
- Written 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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