

Childminder report

Inspection date: 19 May 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

Children show that they feel happy and confident in this safe and secure setting. They freely access the resources of their choice. They have fun with the childminder as she joins in with their play. The childminder knows what each individual child likes and what their particular interests are. She uses this knowledge effectively to provide and adapt play activities that engage children. Children respond well to this. They are fully involved in their play. The childminder shows lots of interest in what children do and encourages them with positive comments. As a result, children take pride in their achievements. They focus well and make good progress in their learning and development.

Children hugely enjoy a sticking activity. They practise their small-muscle skills as they choose from an interesting variety of small craft items and carefully use glue spreaders to create pictures with them. The childminder talks with them about the different shapes and colours of the items they are using. Children are introduced to new language as they talk about sequins sparkling. Children hold the sequins up to see them twinkle in the light. Children start to learn to keep themselves safe as the childminder reminds them to keep the craft items away from their mouths.

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

- The childminder makes accurate assessments of what children know and can do. She completes detailed two-year progress checks for children and shares these with parents and other professionals. These support effective joint working to meet children's individual needs.
- Children start to develop a love of books and stories. The childminder takes them to visit the library to help build on their interests. Children enjoy listening to familiar stories. They turn pages and are excited to name the animals as the childminder reads a story about a zoo. They demonstrate their previous learning as they recall what happens next and join in with enthusiasm.
- The childminder supports children's growing communication and language skills. She repeats children's words clearly to demonstrate how they should be pronounced. The childminder extends children's vocabulary and helps them turn single words into sentences. She initiates conversations and maintains good eye contact with children as she does so. She encourages children in their responses to her. Children respond well to this. They carefully try to copy the language she uses.
- Children learn to behave well. The childminder offers them lots of praise to celebrate and encourage good behaviour. She encourages children to play together to strengthen their developing social skills.
- Young children start to learn to manage their own needs. They independently access water when they are thirsty. The childminder encourages children to use

the toilet and manage their own self-care needs in readiness for school.

- The childminder develops strong partnerships with parents. Parents comment that their children are happy in the childminder's care. They value the daily feedback the childminder provides and the information she shares with them about their children's development.
- The childminder works collaboratively with other settings that children attend. She speaks regularly to key staff to ensure that all relevant information is shared. This enables children to be consistently supported by all those involved in their care. This helps them to make the best possible progress.
- The childminder has a professional approach to her role. She accesses training and development opportunities and uses what she has learned to improve her practice. For example, she has attended a communication and language course and gained ideas for new activities to support children's learning in this area. This information is also shared with parents.
- The childminder regularly reviews her practice to consider how she can continue to improve what she offers to children. However, she does not always assess the impact of the changes she makes. For example, she has recently taken steps to enhance her provision by ensuring she displayed books in the setting to encourage children to access them independently. She did not subsequently review whether this change had the impact intended.
- The childminder provides regular opportunities for children to sing songs and rhymes. However, sometimes, when she plays songs on her mobile phone, the children become distracted from their singing as they focus their attention on looking at the childminder's phone.

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:

- minimise distractions when implementing planned activities to encourage children to focus and maintain their attention
- review practice changes to further support children to develop a love of books and stories.

Setting details

Unique reference number	EY464372
Local authority	Derbyshire
Inspection number	10380845
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 12
Total number of places	6
Number of children on roll	14
Date of previous inspection	26 June 2019

Information about this early years setting

The childminder registered in 2013 and lives in Belper, Derbyshire. She operates all year round from 7.30am to 5.15pm, Monday to Friday, except for Christmas, bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and is in receipt of funding to provide free early education.

Information about this inspection

Inspector

Ruth Howard

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation.
- The inspector observed the interactions between the childminder and children.

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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