

Childminder report

Inspection date: 12 February 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 thoroughly enjoy their time in the care of the childminder and her assistant. Children demonstrate that they feel happy and safe. They settle quickly as adults are attentive to their individual needs. Children delight in having freedom to explore their surroundings, indoors and outside, and confidently make choices about their play and learning. For example, children enjoy selecting books independently and carefully turn the pages. They use their fingers to lift flaps and exclaim with excitement, 'Look, digger!' Adults respond to this interest by making vehicle noises which children copy. They direct children over to a collection of vehicles and extend their play by helping them to create ramps and tunnels. Children shout out 'fast' and 'go' and watch with fascination when cars travel down the ramp. Children are confident communicators as the childminder encourages them to use a wide range of vocabulary to express themselves.

Children behave well and show a positive attitude to learning. They are willing to try new experiences and are supported to take care of the play equipment and share resources with their friends. Children show respect and kindness for one another. For example, older children notice when younger ones are tired or upset. They quickly go and find a special toy or comforter to soothe them. Children thrive in the warm and supportive environment.

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

- The childminder is committed to providing an ambitious curriculum for all children. She strives to create inviting play areas where children can immerse themselves in independent play and use their senses to explore the world around them. For example, when playing outside children sustain their concentration for extended periods when exploring sand and water. They show fascination as they drop pebbles into bowls of water and study the ripples which they create. The childminder interacts effectively with children and helps them to gain the most from their learning experiences.
- The childminder and her assistant consistently undertake a wide variety of courses to strengthen their knowledge and practice. The childminder is passionate about fostering children's natural curiosity and this approach to learning is firmly embedded. She encourages children to independently explore the stimulating resources around them and supports them to experiment and problem solve. For example, children delight in exploring different materials and methods to make Chinese lanterns.
- The childminder observes and assesses children's learning and development well. She uses this information to plan appropriate activities that support and build on children's knowledge and skills. This helps all children, including children with special educational needs and/or disabilities, to make good progress.

- The childminder promotes children's physical well-being effectively. She provides regular opportunities for children to go outside and get fresh air. Children enjoy daily walks and frequently visit local parks where they can practise and develop their skills. She provides healthy snacks and meals and children are encouraged to use cutlery when eating. This helps to promote children's good health and physical development.
- Parents and children write extremely positive feedback about the childminder and her service. Strong partnerships with parents help each child achieve the best outcomes. Parents value the rich variety of experiences that the childminder offers outside the home. They appreciate how well she prepares children for school.
- Children's safety and well-being is given high priority. The childminder undertakes regular safety checks to ensure play areas are safe and secure. She understands her responsibility to protect children from harm and ensures she continually refreshes her safeguarding knowledge through appropriate training. Detailed safeguarding policies are in place. However, the childminder does not always check to ensure parents have read and understood the procedures the childminder would follow should she have concerns a child is at risk of harm.
- The childminder and her assistant are skilled in promoting children's language and communication skills. They talk constantly to the children as they play and encourage them to think and respond to questions. The childminder narrates as she plays alongside younger children, helping to support their vocabulary and make connections between words and objects. Children make rapid progress and are praised when they repeat new words.

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:

- review systems for sharing policies and procedures with parents, with particular regard to safeguarding procedures.

Setting details

Unique reference number	EY474472
Local authority	Derbyshire
Inspection number	10327545
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 9
Total number of places	12
Number of children on roll	10
Date of previous inspection	15 January 2019

Information about this early years setting

The childminder registered in 2014 and lives in Long Eaton. She operates all year round from 7am until 5pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Kate Scheel

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder talked to the inspector about how she plans her early years curriculum.
- The childminder showed the inspector the areas of her home used for childminding and explained her intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The childminder and the inspector evaluated a group activity together.
- The inspector observed the interactions between the childminder and children.
- 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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