

Childminder report

Inspection date:

5 September 2019

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

All children are happy and settled in the childminder's safe and secure home. The childminder provides a stimulating environment that helps to support the high expectations she has for children's learning. Children become independent from an early age. They demonstrate that they are comfortable in their surroundings as they move around the rooms selecting the toys they would like to play with. Children are eager to learn and explore activities with enthusiasm. For example, they splash in the water while watching it fall down the waterwheel. They try different ways to catch the water and are proud of themselves when they succeed. They behave well and learn to share and take turns. Older children work cooperatively together. This is evident as they make snakes out of cotton reels and help each other thread the cotton reels onto the string. Children enjoy listening to stories and are attentive as they snuggle up with the assistant. They turn pages and excitedly tell the assistant what they see. The childminder provides opportunities to help younger children learn how to be safe in her environment. For example, they learn to safely negotiate the steps as they go in and out of the playroom.

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

- The childminder is a good teacher. She knows the children well and uses her assessments of children's progress to help her provide for their individual learning and development. However, she does not always find out enough about what children are already capable of doing before they start with her. This means that she does not always accurately monitor children's progress and plan for individual experiences for them right from the start.
- The childminder fosters children's communication and language skills effectively. She provides a running commentary and eye contact for younger children to help with their understanding and speaking skills. She helps to develop older children's conversation skills when they talk about their home experiences and ask questions. All children enjoy singing songs and willingly complete actions as they join in with a popular song about farm animals.
- The childminder speaks in a kind and respectful way to all the children in her care. She is a good role model for behaviour and children learn from her positive interactions. She encourages children to learn how to behave well and gives children regular praise. Children are good friends with each other and play harmoniously together.
- Children learn to follow good hygiene routines and to keep healthy. Older children learn to wash and dry their hands independently before eating. They comment about 'getting rid of the germs'. The childminder encourages children to eat fruit as part of a healthy diet. She grows strawberries and fruit trees with the children. They thoroughly enjoy picking fruits and eating them for snack.

- The childminder carries out regular checks on her home and garden to ensure children can play safely. Children enjoy playing outside and are motivated to access the opportunities on offer. They develop their physical skills effectively. For example, they excitedly paint mermaids and write their names skilfully using paintbrushes. Children balance on the beams and ride bicycles. They learn to take risks for themselves as they negotiate the obstacles in the garden.
- The childminder builds effective partnerships with parents and other settings that children attend. She speaks to parents and shares daily diaries with them, so they are aware of what their children have done and learned throughout the day. The childminder talks to the staff at other settings to share information about children's learning. This provides continuity in children's care and learning.
- The childminder is ambitious and committed to her role. She evaluates her practice well and continues to strive for improvements. Since the last inspection, she has altered the layout of the setting and introduced a new playroom. The childminder supports her assistants through holding meetings and discussing their training needs. However, her monitoring procedures to check her assistants' practice do not consider how the assistants could develop their teaching skills to a higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good understanding of child protection issues and the procedures to report any concerns about a child's welfare. They have completed training to ensure they are up to date with the wider issues of safeguarding children. The childminder follows robust recruitment procedures to ensure the suitability of her assistants and knows what to do if there is an allegation made against herself, her family members or assistants.

What does the setting need to do to improve?

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

- strengthen the assessments when children first start at the setting, to find out what the children are capable of doing already, to help monitor their overall development and progress more effectively
- monitor the quality of teaching of the assistants to check that all interactions are of a high quality and support children's learning.

Setting details

Unique reference number	EY294474
Local authority	Derby
Inspection number	10073449
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 10
Total number of places	12
Number of children on roll	17
Date of previous inspection	28 April 2016

Information about this early years setting

The childminder registered in 2004 and lives in Alvaston, Derby. She employs four assistants and works with one each day. She operates all year round from 7am to 6pm, Monday to Friday, except for during the Christmas week, bank holidays and family holidays. The childminder and her four assistants hold relevant early years qualifications at level 2 or 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jan Hughes

Inspection activities

- The inspector viewed the areas of the home used for childminding. She spoke to the children, the assistant and the childminder at convenient times throughout the inspection.
- The inspector completed a joint evaluation of an activity with the childminder and held discussions with her about her assistant's teaching.
- The inspector observed the quality of education provided by the childminder and assessed the impact this has on children's learning and development.
- The inspector took account of parents' views through reviewing a sample of their written feedback.
- The inspector sampled a range of documentation, including the childminder's training certificates, insurance policy, records of attendance and safeguarding policy. She looked at evidence of the suitability of persons living in the household and the childminder's assistants.

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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