

Childminder report

Inspection date:

15 November 2019

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children enjoy attending this welcoming and friendly before- and after-school setting. They happily greet each other in the school playground and discuss what they would like to play and do. Children develop firm and lasting friendships.

Through imaginative play, children create detailed worlds and characters. The childminder regularly provides toys, crafts and resources that enhance this play and deepen children's understanding of everyday concepts. For example, children pretend to buy toys from each other. They are encouraged to use and count the play money to ensure they have the correct amounts.

The childminder has created strong links with parents and the school. Through these links, she is able to adapt her crafts and resources to help enhance the learning children have received in the classroom. For example, next term, the childminder will provide children with opportunities to recreate interesting historical figures that accompany the Gunpowder Plot.

Children are polite and behave well. They are able to listen carefully to instructions and respond appropriately to clear advice from the childminder. Children excitedly share ideas with their friends. They make choices about what they do, take turns and listen to the views of others. Older children involve younger children in their games and play cooperatively together.

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

- The childminder has children's safety at the heart of what she does. She has a well-practised routine to collect children from school and walk them back to her home. Children patiently wait at each road junction for the all-clear to cross.
- The childminder has carefully organised the rooms used for the before- and after-school care. She has created various areas for children's different interests. For example, there is a quiet and cosy space for children to sit, relax and read books, and another space to promote more-imaginative play.
- The activities offered are carefully considered to take account of children's interests. The childminder often seeks the views of parents and school staff to keep up to date with children's changing hobbies. Parents speak positively about the setting. They comment on how happy their children are and how much they appreciate the hard work and dedication the childminder has shown.
- The childminder is passionate about her setting. She is eager to continue to develop professionally. The childminder has identified training opportunities to extend her understanding of children with special educational needs and/or disabilities.

- The childminder and her family are good role models to children. The childminder has high expectations of children. They are supported to recognise the use of good manners, taking turns and showing respect for each other.
- The childminder often invites children to ask questions that enhance their play. As a result, the children remain focused for long periods of time. They are able to describe their activities and the roles that they portray. For example, one child pretends to be a teacher and is able to think about the language and resources she might use.
- Children are encouraged to become independent. This includes choosing what to play and where, as well as managing their own healthcare needs. Children understand that after each activity, they need to carefully tidy up all the parts before moving on to play with other toys. Opportunities to promote positive hygiene routines are missed, such as encouraging children to wash their hands before and after snack times.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that the safety of children is given priority. The setting is safe and secure. The childminder carries out daily risk assessments of the property to reduce any hazards. She listens to children well and is quick to recognise any concerns that may arise from children's play and conversations. The childminder is vigilant and shows robust knowledge about how to keep children safe from harm. She understands how to report any concerns she may have. The childminder recognises the possible signs and symptoms of abuse, neglect and exposure to extreme views.

Setting details

Unique reference number	EY550084
Local authority	Derbyshire
Inspection number	10108321
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	4 to 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Ridgeway, Derbyshire. She operates from Monday to Friday during term time only. The childminder provides before- and after-school care from 7am to 9am and 3.30pm to 5.30pm, Monday to Thursday, and from 7am to 9am and 3.30pm to 4pm on Friday.

Information about this inspection

Inspector

Rebecca Creagh

Inspection activities

- The inspector and the childminder completed a learning walk around the premises to understand how the provision is organised.
- The inspector held discussions with the provider, children and parents at appropriate times during the inspection.
- The inspector looked at a sample of relevant documentation, including risk assessments, and evidence of suitability checks and training.
- The inspector observed activities and the procedure for collecting children from school.

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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