

Childminder report

Inspection date: 17 December 2019

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

The childminder has high expectations for children and plans activities that stimulate and promote their learning. She creates a friendly environment where children demonstrate they are happy, safe and secure. Children are confident and move around the rooms safely and at ease. They independently choose where and what they want to play with. Children form strong bonds with the childminder and younger children often go to her for cuddles and affection.

Children have a positive attitude to their learning, behave well and are eager to explore and find things out. They show delight on their faces as they explore the rice activity. Younger children pour the rice into containers and through sieves. They listen to the sounds the rice makes as it drops onto the tray. Older children develop their curiosity as they experiment with the rice. They try and crush the rice so that it will go through holes and shake it in pans to hear the different sounds.

Children concentrate well from an early age and in particular when they snuggle with the childminder to listen to a story. Children are excited to see Santa in the pictures and talk about the gifts they might receive. They anticipate what might happen next and demonstrate they thoroughly enjoy the story as they develop their literacy skills.

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

- The childminder reflects on her practice well to identify improvements. Since her last inspection she has developed her resources. For example, she has created treasure baskets. These help children to solve problems and be curious as they work out how to use the items in the basket in different ways. Younger children love these and, as they sit, they excitedly bang the pots and pans. They listen carefully to the sounds they make.
- The childminder seeks out her own professional development opportunities to help her to raise the quality of teaching and practice. For example, she has recently attended a course on 'Vocabulary Matters'. This helps her to think about the words she uses when talking to the children to help extend their speaking skills. However, on occasion, she does not provide enough time for children to think and respond to her questions, because she answers the questions for them. This does not support children's thinking skills fully.
- The childminder has established good relationships with parents, local pre-schools and schools. This helps to provide continuity in care and learning. Parents' written comments state that they are happy with the care their children receive and the good progress they make in their learning.
- The childminder creates a curriculum that follows children's interests and play. She plans adult-led activities to enhance the next steps in their development. For

example, she plans a singing session called 'What's in the bag?' where children choose an object from out of the bag and sing a song that relates to the object. They wait patiently to have a go, which helps to develop their understanding of good behaviour and teaches them to take turns in their play.

- The childminder provides children with stimulating resources that spark their imaginations. For example, she provides different shoes for children to wear. This encourages young children to put on shoes like adults and push dolls around the room. Older children enjoy wearing ballet shoes. They pretend to be ballerinas and dance around the lounge. However, the childminder does not extend these opportunities to build on what children can already do, in order to provide extra challenge and widen their learning to the highest levels.
- Children learn about leading a healthy lifestyle. The childminder provides healthy snacks, and snack time is a social occasion. Children talk with the childminder and with each other about the food they are eating. They follow good hygiene routines, such as washing their hands. Children go outside for daily exercise either in the garden or at the local park.
- The childminder finds out about children's current experiences. She widens these experiences and helps to develop their future learning. For example, she takes children on buses and trams to places of interest, such as the city to see the Christmas lights. She has an allotment, and children experience digging and growing fruit and vegetables, such as carrots and pumpkins. In addition, she takes children to the library to extend their love of books.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has attended safeguarding training to update her knowledge of wider child protection issues and practice. She understands her responsibilities to keep children safe from harm. The childminder knows what to do and who to contact if she has a concern about a child in her care. She understands the procedure to follow should an allegation be made against herself or a family member. The childminder keeps her home safe for children to play in. She carries out regular checks to ensure all hazards are removed or minimised.

What does the setting need to do to improve?

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

- give children more time to think about and respond to questions to help build their critical thinking skills
- develop opportunities to provide extra challenge for children and build on what they already know and can do, in order to extend their learning to the highest possible level.

Setting details

Unique reference number	EY398843
Local authority	Derbyshire
Inspection number	10071579
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	13 October 2015

Information about this early years setting

The childminder registered in 2009 and lives in Long Eaton, Nottinghamshire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for the Christmas week, bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She 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 childminder's home that are used by children inside and outside. She carried out a learning walk with the childminder and discussed her curriculum.
- The inspector spoke to the children and childminder throughout the inspection. She took account of parents' views through written references.
- The inspector and the childminder discussed children's learning intentions and their achievements. She spoke to the childminder about how she intended to implement her curriculum.
- The inspector carried out a joint evaluation of an activity with the childminder and discussed the impact this has on children's learning.
- The inspector reviewed relevant records, including suitability checks for all persons living in the childminder's home. She discussed with the childminder her professional development and ideas for the future.

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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