

# Childminder report

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Inspection date: 18 December 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Not applicable
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## What is it like to attend this early years setting?

### The provision is good

Children show that they are settled and feel safe with the childminder. When children are initially unsure about the presence of a visitor, the childminder offers them reassurance, encouraging smiles and cuddles. This helps to give children a sense of security. Children benefit from the childminder's caring and attentive nature. They revel in praise for their achievements and behave well. Children demonstrate a good understanding of right from wrong from an early age.

Children show confidence as they explore the well-organised environment and make independent choices in their play. They seek out their favourite Christmas storybook and sit on the childminder's knee to listen to the story. The childminder supports children's communication and language skills effectively. She asks them questions about pictures they see in a book, giving them plenty of time to respond.

Children hear and use mathematical language during play. They have fun and concentrate as they spend time filling containers with rice. The childminder counts how many handfuls it takes to fill each container to the top. Young children copy her as she models counting. The childminder has high expectations for children's learning. She promotes understanding of terms such as 'in' and 'out', 'full' and 'empty' and 'above' and 'below'. Young children excitedly tell her when they have hidden objects under the rice.

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

- The childminder recognises the importance of children learning through play. She uses assessment well to monitor children's development and inform planning. The childminder carefully selects resources for children to play with that take account of their interests and promote their focus on learning. Timely interventions and personalised play opportunities help all children to make good progress.
- Parents are actively involved in their child's learning. The childminder shares information with them about their child's development and progress. She provides ideas and resources for parents to help them continue their child's learning at home. For example, she provides books for parents to look at with children to support them to develop their vocabulary further.
- The childminder plays alongside children at their level, maintaining eye contact and changing the tone of her voice as she interacts with them. She talks to the children and offers commentary on what they are doing. Toddlers are beginning to use simple words to express their needs and wants. The childminder listens attentively to children and responds well to them. She repeats words that they struggle to say, such as 'banana', sensitively to ensure that children hear the correct pronunciation. Children laugh and giggle and thoroughly enjoy the time

that they spend playing with the childminder.

- Children enjoy a range of healthy home-cooked meals and snacks. This helps to promote their good health and well-being. Children have daily opportunities to be physically active in the outdoor spaces, such as the childminder's garden. The childminder walks with the older children to and from the school each day. However, the childminder does not consistently support children's understanding of hygiene practices, such as the need to wash hands before eating.
- Children take part in a range of outings to help broaden the experiences they get at home. For example, the childminder takes them on trips to nature reserves, the local marina, parks and play centres. Children enjoy opportunities to mix in larger groups and create meaningful friendships with other children.
- The childminder evaluates her setting effectively. She engages well with parents to obtain their views. Parents' written comments demonstrate that they are very happy with the level of care provided and are particularly happy with the strong attachments their children have with the childminder. They say that their children are always excited to attend and have blossomed in her care.
- The childminder regularly meets with other childminders to discuss and share ideas to enhance children's learning. She attends mandatory training, such as child protection and first aid. However, the childminder has not considered further professional development opportunities for herself or her assistant.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is knowledgeable about the possible signs and symptoms of abuse, such as unexplained bruising and changes in the child's normal behaviour. She is fully aware of her responsibilities to keep children safe from harm and neglect. The childminder is confident about the procedures she would follow to ensure any concerns about a child's welfare are swiftly reported to the necessary agencies. The childminder completes regular risk assessments of her home. This ensures that any hazards are appropriately minimised to promote children's safety.

## What does the setting need to do to improve?

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

- make better use of opportunities to develop children's awareness of healthy practices in order for them to become increasingly independent in managing their own personal needs
- establish a targeted plan for professional development to increase knowledge and skills further and raise the quality of children's care and learning to an even higher level.

## Setting details

<b>Unique reference number</b>	EY547299
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10104097
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017 and lives in Long Eaton, Nottingham. She operates all year round from 8am until 5pm, Monday to Friday, except bank holidays and family holidays. The childminder occasionally works with an assistant.

## Information about this inspection

### Inspector

Teresa Lester

### Inspection activities

- The inspector read written statements from parents to gain their views of the childminder's provision.
- The inspector observed the childminder interacting with the children.
- The childminder and inspector completed a joint observation. They evaluated the learning that took place.
- The childminder and the inspector discussed matters relating to safeguarding, the self-evaluation process and the activities provided for children.
- The inspector reviewed relevant documentation, such as training certificates and public liability insurance.

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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