

Childminder report

Inspection date: 15 January 2020

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children flourish in the care of the experienced childminder, who is enthusiastic and passionate about her role. Children demonstrate that they feel safe and secure. For instance, they enjoy reassuring cuddles from the childminder and they squeal with delight as she helps them to find bugs in the garden.

Children explore a well-resourced environment that has been thoughtfully planned to help them achieve what they need to learn next. They show high levels of determination and concentration. Children have a can-do attitude to their own learning and revel in the challenging activities provided. For example, they persist with building a home for hedgehogs in the garden. They select logs and sticks which fit together and create an opening to enable access. Children become thoroughly engrossed in their play as they explore the unique natural environment. They proudly show the childminder's assistant the house they have built. They receive praise for their efforts, which boosts their self-confidence.

Children's behaviour is good. They listen well to the childminder, who has high expectations of them. As a result, they are motivated and confident learners. Young children use good manners as they are skilfully supported to learn to share and be kind. Children are aware of acceptable boundaries for behaviour.

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

- The childminder ensures the environment promotes all areas of learning. She has a good understanding of how children learn and has high expectations for them. The childminder uses her knowledge of children's interests skilfully to help them to build on what they already know. For example, as children play in the squelchy mud, they retell the story 'We're Going on a Bear Hunt'.
- Carefully planned experiences, such as a visit to a local community orchard, help extend children's learning beyond their experiences from home. They begin to understand how honey is made as they discuss what the bees are doing in the hives. The childminder points out signs of rhubarb growing and the children talk about picking it last year. This supports them to understand changes in nature and where their food comes from.
- Children have good opportunities to develop their early literacy skills. They begin to learn how to handle books as they independently turn pages. Children use puppets as they enthusiastically join in with the repeating words in familiar stories. They sing 'Run, run as fast as you can' as the childminder's assistant reads 'The Gingerbread Man'.
- The childminder has developed positive relationships with other settings which children attend, including local schools and nurseries. She shares information to ensure there is consistency for all children's care and learning across the

different settings. Additionally, she keeps parents informed about their children's progress. However, she does not seek a full range of information from parents when their children first start, such as what children already know. This means she is not fully able to provide activities to enrich children's experiences from the outset.

- The childminder and her assistant promote children's understanding of healthy life styles. They encourage children to discuss the fruit they have in their lunch boxes and what they like the most. The childminder uses outings to give children time to run around and be physically active. She uses these occasions to teach children about road safety, to develop children's awareness of their own well-being.
- Children develop positive attitudes to learning and show high levels of curiosity. They take turns to investigate whether cut logs will stack up to make a tower. Children persevere until they manage to balance them on top of each other.
- The childminder recognises the strengths and areas for development of her provision. She has a clear vision for her setting and regularly seeks the views of parents and children. The childminder provides her assistant with regular supervision meetings. She completes all mandatory training herself and ensures her assistant has a current paediatric first-aid qualification. However, she does not focus her professional development on enhancing her teaching practice in order to raise the quality of teaching even higher.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of the possible signs and symptoms of abuse. She understands the procedures for referring concerns about a child's welfare. Furthermore, the childminder has good knowledge of wider safeguarding concerns, including risks associated with children and families being drawn into extreme behaviours. Policies and procedures are updated to ensure that they comply with current requirements and underpin the childminder's good practice. Children are cared for in a safe, secure home. The childminder has a clear understanding of what significant incidents she must notify to Ofsted.

What does the setting need to do to improve?

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

- strengthen the existing partnerships with parents and gather more detailed information when the children first start about what they know and can do, to help build for their future learning
- place an even sharper focus on professional development to raise the quality of teaching and skills to the highest level.

Setting details

Unique reference number	403458
Local authority	Derbyshire
Inspection number	10114412
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	12
Number of children on roll	17
Date of previous inspection	5 May 2016

Information about this early years setting

The childminder registered in 1991 and works in Pleasley, Nottinghamshire. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She works with a co-minder and an assistant.

Information about this inspection

Inspector

Lianne McElvaney

Inspection activities

- The inspector observed a range of play activities in the childminder's home, garden and on a visit to a local community orchard. She considered, with the childminder, the impact of teaching on children's learning and development, and discussed children's progress.
- The inspector and childminder completed a learning walk around the setting. They discussed how the environment is organised and the curriculum planned to support children's learning. The inspector took account of how the childminder completes risk assessments to ensure that children remain safe.
- At appropriate times during the inspection, the inspector spoke to the children and childminder. She also took account of the written views of parents. The inspector observed the quality of interactions between the childminder and the children attending.
- A sample of documentation that supports the effective management of the childcare was viewed by the inspector. This included evidence of qualifications, evidence of the suitability of the childminder and other household members, and a sample of policies.

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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