

Childminder report

Inspection date: 13 March 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are extremely settled in this homely and friendly environment. They are safe and secure and enjoy their time with the caring childminder. Children demonstrate that they are confident and happy in their surroundings. They move around the playroom selecting the toys or resources they wish to play with. Children have strong attachments to the childminder, who is attentive to their individual needs.

Children behave well. They have a positive attitude to their learning and are willing to have a go and join in with activities. This is evident when they use their fingers to paint blossom onto tree pictures. Children explore the paint as they make swirls in the mixture and print using their fingers. This activity helps children to develop their hand-to-eye coordination.

The childminder has high expectations for the children she cares for. She takes account of their interests when she plans activities. For example, children are interested in books. They snuggle with the childminder as she reads stories to them. Children concentrate, listen and retell the stories with enthusiasm. They tell the childminder all about the rabbit who went on a spring adventure. Children hop around the room pretending to be a rabbit, demonstrating they are having fun.

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

- The childminder organises her curriculum well. She takes her lead from the children's play and plans activities that she knows they will enjoy. She offers a good balance of child-led and adult-directed play. The childminder asks children a range of questions and gives them plenty of time to think and respond. Children stay engaged in adult-led activities and practise the skills they already have. However, the childminder does not consistently build on opportunities to challenge all children further.
- Partnerships with parents are well established. The childminder has effective systems to enable parents to know about their children's progress and what they have been doing, for example through daily discussions and children's learning journals. However, the childminder does not build effectively on her partnerships with other settings that the children attend. For instance, she does not find out about what children are learning to help provide continuity of care and education.
- The childminder builds on what children already know and can do. She finds out about their current experiences from home and extends these to help shape children's future learning. The childminder takes children to toddler groups and dancing sessions to help them to learn to socialise. In addition, she provides experiences to help children learn about nature. For example, children have

opportunities to go for walks in the woodlands.

- The childminder understands children's individual routines and ensures that their health is promoted well. Children have daily access to outdoor play and fresh air in the garden or at the park. They are encouraged to learn the importance of good hygiene routines, such as cleaning their hands to wash germs away. The childminder provides the children with healthy snacks and meals. Children learn about healthy and unhealthy foods to help them understand which foods are good for them to eat.
- Children have good manners. For example, they use 'please' and 'thank you' unprompted throughout the day. The childminder is a good role model for behaviour. She provides children with consistent praise to build up their confidence and self-esteem. Children are well motivated and independent. They are able to put their own coats and shoes on to go outside, and they take themselves to the bathroom when necessary.
- The experienced childminder reflects on her provision to identify priorities for improvement. She uses the views of children and parents to review what works well and what needs to change. Since the last inspection the childminder has introduced more resources to support children's sensory development. The childminder attends training and reads articles to help improve her continued professional development. She has recently attended a course about improving children's learning through play. This has helped her to think more about children's learning styles and their interests.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role and responsibility to keep children safe from harm. She knows how to report any concerns about a child in her care. The childminder completes training that refreshes her knowledge of child protection and the wider issues of safeguarding children. She is aware of what to do and who to contact if an allegation is made against herself or a member of her household. She undertakes daily checks of her home to identify and remove any hazards to ensure children play and learn in safety.

What does the setting need to do to improve?

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

- provide more opportunities to challenge children during planned activities to increase their learning
- build on the ways in which information about children's learning is shared with other settings that they attend.

Setting details

Unique reference number	EY463403
Local authority	Derbyshire
Inspection number	10075475
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 11
Total number of places	6
Number of children on roll	24
Date of previous inspection	22 July 2016

Information about this early years setting

The childminder registered in 2013 and lives in Belper, Derbyshire. She cares for children all year round from 7am to 6pm, Monday to Friday, except for Christmas week, bank holidays and family holidays. The childminder holds an early years qualification at level 3 and provides funding for free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jan Hughes

Inspection activities

- The inspector carried out a learning walk with the childminder and discussed how she delivered her curriculum. She spoke to the children at appropriate times throughout the inspection.
- 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 completed a joint evaluation of an activity with the childminder and held discussions with her about the children's learning and development. She also discussed the childminder's interaction with the children.
- The inspector took account of parents' views through reviewing a sample of their written feedback.
- The inspector reviewed 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 the childminder and persons living in the household.

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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