

Childminder report

Inspection date: 12 January 2022

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

The provision is good

Children are keen to learn and show fascination in new activities and resources. They excitedly join the childminder to explore ice cubes and home-made snow. They remain engrossed as they start to learn about the weather and where snow comes from. The childminder supports children well. They gain an understanding as she talks about snow melting and water evaporation. Children improve their dexterity as they use different tools and mark-making equipment. They create pictures using different resources and enjoy making marks in various ways. Children develop a positive awareness of early mathematical concepts. They learn to count with support and start to recognise shapes and numbers. Children develop their hand-to-eye coordination. Outside, they carefully use small scoops to fill narrow pipes and small pots with water.

Children develop a good understanding of keeping themselves healthy and safe. They learn good hygiene practice. The childminder encourages them to follow daily routines. Children brush their teeth and learn about food that is good for them. Older children are familiar with the everyday routines and readily help to set the table for lunch. They show good levels of independence. They visit the bathroom and manage their own personal care needs effectively. Younger children practise newly acquired physical skills. They carefully negotiate stairs, remembering to hold onto the banister. Children develop a secure understanding of right and wrong from an early age. They learn good manners and are polite.

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

- Since the last inspection, the childminder has completed relevant child protection training to broaden and enhance her knowledge. she has attended training that has focused on building her knowledge of the curriculum. This helps her to further support children's learning over time. The childminder implements what she learns in her daily practice. This ensures that children are continually interested in activities and inspired to learn.
- The childminder is kind, caring and attentive. She notices when children feel tired or hungry. The childminder responds sensitively to their individual needs. She offers children reassurance throughout the day, which promotes children's emotional well-being effectively. Children enjoy the childminder's praise. This promotes their self-esteem and supports them to become confident learners.
- Children benefit from a comprehensive, joined-up approach to their care and learning. The childminder invests time and effort to develop positive relationships with parents. Methods used to communicate and share information are strong. Written messages and detailed discussions keep parents well informed.
- The childminder has a good understanding of children's individual development

needs. She uses this knowledge to plan a clear, sequenced curriculum. This enables children to achieve well in their learning. The childminder is adept at adapting activities for children of differing abilities. She ensures that they can achieve successfully. Adaptations to outdoor activities support younger children's small-muscle development. For example, children manipulate nets to catch pretend fish.

- The childminder understands that children sometimes need time to play alone. She enables children to explore the activities and environment. She is careful to observe them as they play, interacting as appropriate while not interrupting their curiosity.
- The childminder provides many opportunities for children to develop their literacy skills. For example, children can access a range of resources, such as crayons, chalks and glue sticks. Children show a keen interest in books. They select stories of interest and listen as the childminder reads to them. The childminder asks children questions as she reads, and children are very keen to join in. However, she does not consistently give older children time to answer her questions. This means that they struggle to share their ideas.
- The childminder supports children's language skills well overall. She gets down to children's level and engages children in meaningful conversations. She introduces new words into their vocabulary, such as 'squishy' and 'perched', and shows a genuine interest in what they have to say. However, sometimes, the children pronounce words incorrectly, such as 'doggy' and 'birdie'. The childminder does not always model these words for children so that they can hear the correct pronunciation to help extend their speaking skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the signs that may indicate a child is at risk of neglect or abuse. She is clear on the procedures to follow should she have a concern regarding the welfare of a child. The childminder implements policies and procedures which help to support children's well-being. Her home is safe and secure. Children learn how to keep themselves safe, such as how to safely climb and descend the stairs. The childminder works well with other agencies. This ensures that children receive the help and support they need and are safeguarded.

What does the setting need to do to improve?

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

- give older children enough time to process their thoughts, to enable them to respond to questions and express their ideas
- strengthen the modelling of words, so that children can hear the grammatically correct pronunciation of words to help develop their speaking skills further.

Setting details

Unique reference number	EY419112
Local authority	Derbyshire
Inspection number	10149309
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 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	25 February 2020

Information about this early years setting

The childminder registered in 2010 and lives in Long Eaton. She operates all year round from 7am to 5.15pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tina Garner

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector had a learning walk of the setting to understand how the provision and the curriculum are organised.
- The inspector looked at a sample of the childminder's documents. This included pertinent policies and evidence of the suitability of all those living or working at the setting.
- The inspector carried out a joint observation and evaluated this with the childminder.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.
- The inspector took account of the written feedback from parents.

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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