

# Childminder report

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Inspection date: 25 January 2022

<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	Good
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## What is it like to attend this early years setting?

### The provision is good

Children hugely enjoy their time with the childminder. They bounce with excitement when they choose their favourite activities and show their artwork to the childminder. They love sharing books, enthusiastically pointing at pictures and naming different types of transport. They talk about the story of Chicken Licken. They have great fun together dancing and jumping to music and rhymes.

Children show that they feel safe and secure in the setting. They are relaxed in the warm and caring environment. They know the routines of the day and what happens next. They have a close relationship with the childminder, going to her confidently when they need support or comfort. Children have made good friendships with their peers. Their choices are valued. The childminder gives them options for what they would like to do next and asks what story they would like to hear.

Children start to learn about healthy and unhealthy foods. They look at photos of fruit and vegetables and identify what they see. They talk about what they like and don't like. They prepare their own fruit for snack, persevering when they find it difficult at first.

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

- Children make good progress in all areas because the childminder knows them very well and accurately identifies their next steps in learning. She provides well planned activities and her interactions support their learning. She plans play opportunities that children are interested in, and they are keen to get involved. Children learn about number when the childminder joins in their play and encourages them to count the cars. They enjoy learning about shapes when they draw them on their white boards and identify magnetic shapes. The childminder constantly adapts learning opportunities to meet the needs of each child.
- Children's knowledge is extended because the childminder skilfully challenges them using their interests. She provides new information in a way that engages them. Children learn the name of a dinosaur they are unfamiliar with, a Brachiosaurus, and later tell the inspector all about it.
- The childminder allows time for children to develop new skills. She offers support and encouragement in a relaxed environment giving children the opportunity to keep trying. When they find something tricky, they persevere until they achieve their aim. As a result, they are confident to have a go at things that are new to them and enjoy celebrating their successes with the childminder.
- Children's behaviour is excellent. They are kind and considerate to their friends

and happily share toys and take turns. The childminder has high expectations of them and helps them to resolve minor conflicts by themselves. She is a good role model, listening carefully to each child and speaking kindly and encouraging them to do the same with each other. They are very pleased when the childminder tells them how proud she is of their good behaviour and are pleased with themselves when they receive a sticker.

- Children are well prepared for the next steps in their lives. The childminder has a good understanding of what they need to know and do to help them transition into school. Children learn the skills they need such as dressing themselves and working cooperatively with their peers.
- The childminder has built strong partnerships with parents. They comment that she is kind and caring, keeps them well informed and that she meets individual children's needs.
- The childminder has a professional approach to her role. She keeps up to date with changes in childcare and knows what is required of her. She considers what she can do to further improve the standard of care she offers. Through this process, it has pinpointed that she might benefit from additional training about how to identify children who may need additional support and their families.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a very good understanding of safeguarding and of the procedures she needs to follow if she has any concerns about a child. She knows what signs and symptoms may indicate a child is at risk of harm and has detailed policies in place to support her practice. Children are kept safe as the childminder ensures that premises and resources are safe and suitable for their age and stage of development. She supervises children closely. She gives careful thought to potential risks and takes action to minimise these.

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

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

- enhance knowledge and understanding of how to support children who may have special educational needs.

## Setting details

<b>Unique reference number</b>	EY451228
<b>Local authority</b>	Derby
<b>Inspection number</b>	10214207
<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 at time of inspection</b>	1 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	4 August 2016

## Information about this early years setting

The childminder registered in 2012 and lives in Alvaston in Derbyshire. She operates all year round from 7am to 5.30pm Monday to Friday except for family holidays. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Ruth Howard

### 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 observed a range of play activities in the childminder's home and assessed the impact of teaching on the children's learning and development.
- The inspector completed a joint observation with the childminder.
- The inspector spoke to children and the childminder at suitable times during the inspection and took account of the written views of parents.
- The inspector looked at a sample of the documentation that supports the childminder's practice.

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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