

Childminder report

Inspection date: 11 April 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	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time at the childminder's home. They demonstrate a secure attachment to the childminder and readily ask her to join in with them as they play. Children are making good progress and have positive attitudes towards their learning. The childminder knows the children well and plans daily activities to support them for their next stage in learning. For example, children have many opportunities to practise their small-muscle skills. They take an active part in preparing snacks. Children are supported to peel a banana and use a knife safely. They concentrate as they carefully chop fruit into small pieces. This helps children to develop the skills they need for early writing.

Children behave well and show consideration for others. For example, children are keen to help. They eagerly use a dustpan and brush to sweep up soil which they have accidentally dropped onto the floor. Children use their manners, with gentle reminders about what is expected of their behaviour from the childminder when needed. They are keen to be independent. Children wipe their own noses and put their tissues in the bin. They pour their own drinks and confidently ask for additional resources to extend their play. To this end, children are developing the confidence to do things for themselves.

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

- The childminder is effective in supporting children's speaking and listening skills. Children are becoming confident communicators. For example, they readily engage in back and forth conversations with the childminder about food. The childminder gently corrects any mispronunciation of words, which children then repeat back. This means children are learning how to say words correctly.
- The childminder introduces a variety of mathematical vocabulary during play, including colours, numbers and sizes. For example, children enjoy painting. The childminder encourages children to identify the colours. Children notice that the brush handles are also coloured. The childminder helps children to match the brushes to the paint pots. This supports children's early mathematical learning.
- The childminder supports children with special educational needs and/or disabilities very well. For instance, she actively engages with specialist services, such as speech and language therapists, to support the children in her care. To this end, children are making good progress from their starting points.
- The childminder teaches children what is expected of them through daily routines and activities. She is a good role model who provides consistent guidance to children. Children know the routines and are keen to follow instructions. For example, they know that when coming downstairs, they need to hold onto the rail or shuffle down on their bottom. They know this will stop them from falling.

- The childminder plans exciting activities to support all areas of children's learning and development. She adapts her practice to build on what individual children already know and can do. However, at times, some planned activities are not challenging enough for the most able children. For example, when planting seeds, she does not support children to understand why they are watering the seeds or what the seeds will grow into. This limits children's learning.
- The childminder supports children's health and well-being. She provides children with healthy snacks and fresh water. Children are developing good hygiene routines. The childminder encourages children to use a timer. This allows them to see how long they need to rub soap onto their hands for. Children know that washing their hands gets rid of germs.
- The childminder regularly attends training opportunities to extend her knowledge and skills further. She has excellent links with other childminders and local groups. This enables her to share ideas and best practice. For example, the childminder takes children to a local nursery stay-and-play sessions. This allows children to get used to the nursery environment, which makes their move to nursery easier.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of all aspects of safeguarding. She understands the signs of abuse and aspects relating to safeguarding, such as recognising those that may be at risk from radicalised views. The childminder is clear on her responsibilities to protect children from harm and act on any concerns she may have. The setting is secure, and the childminder supervises children well to ensure they are safe as they play and explore. The childminder teaches children about personal safety. For example, she reminds them not to step in spilled paint, as they may slip and hurt themselves.

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 extend children's learning further, especially during planned activities.

Setting details

Unique reference number	207661
Local authority	Derbyshire
Inspection number	10072538
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	2 to 8
Total number of places	6
Number of children on roll	10
Date of previous inspection	20 May 2016

Information about this early years setting

The childminder is based in Whaley Bridge, Derbyshire. She registered in 1995. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Susan Hyatt

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector carried out a joint observation and evaluated the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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