

Childminder report

Inspection date: 13 May 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 are happy and settled with this warm, gentle childminder. They thrive in the warm relationships they build with her. The childminder understands when children need reassurance, responding to them with cuddles and praise. Children are motivated to learn. The childminder adapts planned activities to meet their needs based on their interests. Children are eager to join in with each other's play, and older children happily include younger children.

Children are taught to respect their surroundings. They dance while helping to tidy up, and older children help younger ones to put toys away. Children also help clear up after snack time, putting fruit skins in a food bin and sweeping the floor with a small broom. They understand this is to keep the space clean and safe. Children learn about the world around them through a range of first-hand experiences. They have collected frog spawn from a pond and are watching it grow into frogs. Children keenly talk about visiting the pond later to release the frogs.

Children are taught to keep themselves healthy. They learn about the importance of handwashing, singing songs as they do so. Children also enjoy plenty of fresh air and physical play, which supports their physical development and growing coordination skills.

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

- The childminder has a strong focus on manners, prompting children to say 'please' and 'thank you'. Children listen to the childminder and follow instructions. For example, they respond positively when she asks them to tidy up. Children ask for the tidy up song and dance as they go.
- The childminder provides a range of healthy snacks and promotes healthy eating to parents. Older children manage their own snack time, slicing fruit and pouring drinks, promoting independence. However, fruit is not always presented to younger children in a way that is manageable to eat.
- Older children follow rules and boundaries and are confident helping younger children to understand them. The childminder clearly explains why rules are in place, helping children to understand how to keep themselves and others safe. For example, when a drink is spilled, they know to stay out the area so they do not slip.
- The childminder uses gentle, appropriate methods of positive behaviour management. For example, she cuddles children who are struggling with emotions, and when they have calmed down, she uses pictures to help them to talk about their feelings. This means children are taught to manage their emotions in a positive way.
- The childminder interacts well with children, supporting them to learn through

play. For example, when the children bring her healthy 'snacks' from the play kitchen, she extends their mathematical learning by discussing how many pieces they would have if the 'apple' is halved. However, the childminder does not always adapt activities to enable children to develop their concentration skills and engage in activities for longer periods of time.

- The childminder makes accurate assessments of children's learning. She has a good understanding of children's expected development and knows how to spot any gaps in their learning. This means children make good progress in her care.
- Children are enthusiastic and have a positive attitude to learning. The childminder has a thorough overview of what she wants children to learn, meaning older children are well prepared for their move to school.
- The childminder promotes children's communication skills. For example, she speaks clearly to children, giving them ample time to answer. The childminder has a well-considered curriculum for communication, which includes songs and reading to promote children's language. She identifies children whose language is at risk of falling behind, taking swift effective measures to ensure they catch up.
- The childminder regularly updates her professional knowledge, helping her to meet the needs of the children in her care. She uses spare time to undertake a wide range of relevant courses.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the different types of abuse along with the signs and symptoms. She has a good understanding of wider safeguarding issues, for example keeping children safe online and how to report any concerns. The childminder knows the steps to take if she is concerned about a child, or if a child makes a disclosure. She understands who to contact if an allegation is made against herself or a member of her household. The childminder completes regular risk assessments to ensure the premises are safe and secure.

What does the setting need to do to improve?

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

- further improve snack time by ensuring prepared fruit is manageable for younger children to eat
- build on good teaching by supporting children to develop concentration and engage in activities for longer periods of time, to fully extend learning.

Setting details

Unique reference number	EY453961
Local authority	Derbyshire
Inspection number	10231841
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	0 to 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	19 September 2016

Information about this early years setting

The childminder registered in 2012 and lives in Duffield. She operates Monday to Friday from 7.20am until 5pm, during term time only. The childminder holds an early years qualification at level 3. She receives funding for free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lorraine Smitham

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 childminder showed the inspector around the premises and discussed how she ensures they are 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 to/communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out joint observations on an activity with the childminder.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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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