

Childminder report

Inspection date: 2 November 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 in this home-from-home setting. They confidently explore the environment and happily play with their friends. The childminder knows the children well. She makes sure that toys reflect their interests. Children grow excited when the childminder produces a garage and cars for them to play with. They examine the cars closely, looking at their wheels and different parts. Children concentrate extremely well as they select different cars and move them along the floor.

Children benefit from a mix of adult-led and free play. They use their imagination as they play with their friends and often invite the childminder to join in. Children form secure and trusting relationships with their childminder. They are clearly very fond of her. The childminder speaks gently and respectfully to children. Children understand the expectations of the childminder and their behaviour is good.

The childminder provides children with a range of resources and activities to develop their physical skills. Children enjoy many different activities, such as crafts, painting, baking, dancing and construction. These activities offer plenty of opportunities to strengthen children's small and large muscles. The childminder equips her garden with a variety of toys and apparatus. These encourage children to explore the outdoors and develop their coordination and strength.

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

- The experienced childminder has a good understanding of how children learn. She plans a range of engaging activities to support children's development in all areas of learning. Although the childminder understands children's individual needs, she does not personalise learning. Children do not consistently benefit from the programme designed to target their next steps in learning.
- The childminder and her co-childminder complete regular, accurate observations and assessments of children's learning, including the progress check at age two. They use this information to inform their planning and children's next steps in learning. However, the progress check at age two is lengthy and difficult to read. It does not clearly identify children's achievements or areas for development.
- The childminder continuously engages in dialogue with children. She asks children thoughtful questions and listens to their answers. Children sing songs, join in rhymes and enjoy reading together. The childminder reads stories with enthusiasm. She encourages older children to join in and discuss what is happening in the story. The childminder helps younger children develop their vocabulary by pointing to pictures as she introduces new words.
- The childminder supports children to develop their understanding of numbers from an early age. Babies watch and listen carefully, as the childminder counts

out three cars for them to play with. The childminder uses language such as 'more', 'how many' and 'less' as children play. Older children are confident counters and recognise numbers up to 10. They beam with pride as the childminder praises them.

- The childminder is an incredibly positive role model. She models excellent manners and encourages children to say 'please' and 'thank you'. The childminder supports children to manage their feelings and take care of their environment. Children learn to take turns and share toys with their friends. They willingly pause their play to put things away correctly at tidy-up time, eager to help.
- The childminder promotes children's good health. Children benefit from freshly prepared meals which are well- balanced. The childminder teaches children that fruit and vegetables are 'good for your bodies.' However, children are not always encouraged to think about good hygiene routines, such as handwashing.
- Children learn about the local community. The childminder regularly takes children out for walks. They explore nearby parks, shops, and surrounding areas. Children particularly enjoy watching helicopters land near the local hospital. They develop their understanding of people who help us in the community, such as nurses.
- The childminder holds daily conversations with parents and carers. She keeps them informed about the children's time at the setting and their achievements. She also uses a messaging app to communicate with parents and send them photos. Parents comment that their children are happy in the setting and they 'highly recommend' the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a firm understanding of her role and responsibility in keeping children safe and takes it extremely seriously. She refreshes her safeguarding knowledge regularly. The childminder knows signs and symptoms indicating that children may be at risk of harm, including where children may have been exposed to extreme views or female genital mutilation. She is clear about the procedures to follow if she has concerns about a child and how to report them. The childminder carries out thorough risk assessments of her setting and all outings. This ensures that children are always safe.

What does the setting need to do to improve?

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

- focus on supporting children's individual next steps through planned activities
- support children to understand and follow regular hygiene routines
- refine the process for recording children's progress at age two, so that the

written assessment accurately reflects children's development and what they need to learn next.

Setting details

Unique reference number	205852
Local authority	Derby
Inspection number	10234305
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 4
Total number of places	6
Number of children on roll	9
Date of previous inspection	4 January 2017

Information about this early years setting

The childminder registered in 1973 and lives in Derby. She operates all year round from 8am to 5.30pm, on Monday to Friday, except for bank holidays and family holidays. The childminder works with another childminder and an assistant. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Vanessa Cuthbert

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, co-childminder and the inspector completed a learning walk together. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector and the childminder evaluated a learning activity together.
- Children happily interacted with the inspector during the inspection.
- The inspector took account of the views of parents from written feedback provided at the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of all persons living and working on the premises.

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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