

Childminder report

Inspection date: 2 February 2023

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 confident to leave parents when they arrive. They freely access toys and resources in the childminder's home. Children show that they feel safe and secure in the childminder's care. For example, younger children lift their arms to be picked up. Older children smile at the childminder when they hold meaningful conversations with her. This includes being encouraged to recall previous learning, such as when they went to the park. Children remember and talk about their experience of being on a see-saw. Children are supported to learn how to share, such as when they want to play with the same toy.

Children are excited to take part in and to help set up planned activities, such as to put pots of cereal in a tray. They show good hand and eye coordination when they use scoops to transfer cereal from a tray into containers. Children learn new skills that help to develop the strength in their fingers. For example, the childminder uses hand over hand support, to help them to learn how to squirt foam from a can. This leads on to children achieving this on their own. Children are supported to make connections in their play. For example, they are reminded of favourite stories that mention muddy puddles. Children then try to replicate muddy puddles using foam and cereal.

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

- The childminder is aware that due to the COVID-19 pandemic, children had fewer opportunities to develop their social skills. So, she takes them to childcare groups where they have opportunities to develop their confidence to interact and play with children of a similar age.
- The childminder makes personal care routines a positive experience for children. For example, when she changes children's nappies she plays games with them. Children use their hands to cover their eyes when the childminder says, 'hidey-boo'. This helps children to form secure attachments with her.
- Overall, the childminder uses her curriculum well to support children's communication and language skills. She reads them stories and talks to children when she plays alongside them. This helps to close gaps in children's early speaking skills. However, occasionally, the childminder does not fully encourage children's thinking skills. For example, some of the questions she asks them does not fully encourage children to share their thoughts and ideas.
- The childminder gives children verbal praise for their achievements, such as when they take it in turns to shake a bottle of foam. She gives children gentle reminders to use good manners and to be polite. Children say please when they ask for fruit at snack time.
- The childminder shares information with parents about children's learning. For example, she sends them photos of activities children enjoy. However, the

childminder does not engage effectively with other early years settings that children also attend. This is to promote consistency in their care and learning.

- Parents provide positive comments about the childminder. They say that she is nurturing and supportive. They appreciate the range of activities and outings the childminder offers their children.
- The childminder encourages children to develop an understanding of healthy practices around food and teeth. For example, she provides children with equipment where they learn how to clean teeth. The childminder encourages children to expand the range of healthy foods they eat. For instance, she encourages them to take part in preparing their food, such as choosing what fillings they want to put in wraps.
- The childminder supports children's emotional well-being. For example, when children first start attending they are invited to attend settling-in sessions. This includes attending for short visits and increasing the length of time gradually. This helps children to become familiar with the childminder and her home before they are left for longer periods of time.
- The childminder is aware that some children have fewer opportunities to develop their physical skills. Because of this, she provides plenty of opportunities for children to walk when she takes them to visit places of interest in the community. This helps children to develop their stamina.
- The childminder reflects on her practice. Recent changes include providing more open-ended resources to encourage children to be creative. These are more accessible to enable children to make independent choices in their play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder carries out safety checks in her home to ensure it is safe for children. This has helped her to identify that her garden is not currently suitable, therefore, children do not access this area. The childminder uses safety equipment, such as gates, to stop children accessing certain rooms in her home. She has a fire guard in place to promote children's safety. The childminder attends safeguarding training. She understands how to identify if a child is being exposed to harm. The childminder knows where to report concerns about children's safety or if an allegation of abuse was made against herself.

What does the setting need to do to improve?

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

- strengthen partnerships with other early years settings that children also attend to support a consistent approach to their care and learning
- develop questioning skills to encourage children to share their thoughts and ideas.

Setting details

Unique reference number	EY284676
Local authority	Derbyshire
Inspection number	10234809
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 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	23 February 2017

Information about this early years setting

The childminder registered in 2004 and lives in Brimington, Chesterfield. She operates all year round from 8am until 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the provider has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She reviewed a sample of documentation and evidence of the suitability of persons living in the household.
- Feedback from parents was reviewed by the inspector, who took account of their views.

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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