

# Childminder report

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Inspection date: 13 March 2023

<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 are happy in this caring childminder's home. They concentrate for long periods of time and make independent choices about what they want to play with. Children build close relationships with the childminder and invite her to join in with their play. The children ask the childminder to play a game of dominos with them. The childminder provides the children with instructions, which they follow well. They excitedly know the numbers to match and take turns as they play.

Children are confident and have a positive attitude to their learning. They talk with the childminder, who listens and then encourages children to develop their language skills. For example, the childminder talks about the raindrops and clouds the children draw in their pictures. This evolves into a conversation about going for walks in the woods and splashing in puddles. The children extend the conversation and talk about making stick people and find a story about a stick man.

Children safely negotiate the step as they run outside. They develop their physical skills as they use the swing ball. The childminder explains about being careful to avoid the ball as it swings around. The children jump and dive, so they can hit the ball. They scream with excitement as they successfully do this and shout 'I've done it.'

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

- The childminder provides a rich curriculum that follows children's interests and future learning. For example, children are enthusiastic as they use the play dough. They squeeze and poke the dough to make hedgehogs. They skilfully use scissors to cut pieces of straws to make the hedgehog's spikes. These activities strengthen children's small-muscle skills to help in preparation for writing and aid hand-to-eye coordination.
- The childminder supports older children to develop their understanding of numbers well. She encourages children to recognise and write numbers, and count as they play. For example, children count water balls as they scoop and pour them into containers. However, occasionally the childminder does not use opportunities that arise to extend children's understanding of other aspects of mathematics, such as measurement, size and capacity.
- Partnerships with parents are effective. Parents comment they receive a wealth of information about their child's learning. They are happy with the service the childminder provides and say she is caring and kind. The childminder uses a variety of ways to communicate with parents to inform them about their children's care and learning. For example, she speaks to parents daily and sends them electronic messages and photographs.
- Children enjoy a wide range of new and interesting experiences with the

childminder that broaden their experiences and support them to develop their understanding of the world around them. This includes regular trips to the library to extend the children's love of books.

- The childminder promotes positive behaviour well. She speaks in a quiet manner and explains her expectations clearly to children. This means that even when children are excited and lively they listen to the childminder and follow her instructions. They willingly tidy away their toys after playing with them.
- The childminder provides hygiene routines for children to follow, in addition to healthy foods and water to drink. She supports children to develop their growing independence skills. For example, she encourages children to put on their own shoes and wash their hands in readiness to eat. Children peel and cut their banana and are polite, saying please and thank you at mealtimes.
- The childminder attends training to extend her professional development. For example, she completes relevant training to secure her understanding of how to keep children safe.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding issues. She knows the signs to look out for that may indicate a child is at harm. She understands the procedures to follow if she has a concern about a child's welfare or an allegation is made against her. The childminder completes regular training to keep her knowledge of safeguarding up to date, including information about extreme views and female genital mutilation. The childminder supervises children well. She carries out risk assessments to identify and remove any potential hazards for children to ensure her premises are safe for them to play in.

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

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

- develop the curriculum for mathematics to better support the development of children's understanding of measurement, size and capacity.

## Setting details

<b>Unique reference number</b>	505502
<b>Local authority</b>	Derby
<b>Inspection number</b>	10263431
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	3 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	2 May 2017

## Information about this early years setting

The childminder registered in 1996 and lives in Oakwood, Derbyshire. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays, the week at Christmas and family holidays. The childminder provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Jan Hughes

## Inspection activities

- This was the first routine inspection the provider 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 inspector completed a learning walk of the childminder's provision and discussed how she organises and implements her curriculum.
- The childminder took part in a joint observation with the inspector. The inspector considered the quality of education during activities and the impact this had on children's learning.
- The children spoke with the inspector and invited her into their play at appropriate times throughout the inspection. The inspector observed interactions and the conversations between the childminder and the children and considered the impact these have on children's learning.
- The parents wrote statement for the inspector so she could take into account their views.
- The inspector had a discussion with the childminder about her training and how she evaluates her practice.
- The childminder showed the inspector her relevant documentation and evidence of the suitability of the childminder.

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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