

# Childminder report

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Inspection date: 28 April 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 at the childminder's home. They smile as the childminder supports them to make a pretend breakfast to share with visitors. The childminder uses reassuring words and holds children's hands to help less-confident children feel included. This helps children to feel safe and secure.

The childminder provides resources to help children practise their physical skills in the garden. Children play on a see-saw, ride on cars and roll balls to each other. The assistant supports children to learn about the natural world. Children sprinkle seeds for the birds in the garden, and the assistant explains how the birds make a nest. Children have conversations about the birds and watch them take pieces of horsehair from a basket that children bring from home. The childminder takes children to explore the local community, such as trips to the woods. She encourages children to remember the baby geese that they saw while they were out walking.

The childminder supports children's speaking skills as they join in with songs and actions. Children jump up and down and laugh as they sing when they hold up their fingers to count in the songs. The childminder supports children to learn behaviour rules. For example, children listen to her instructions to take turns when they choose an animal from the song bag.

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

- The childminder provides a varied curriculum, with lots of opportunities for play in the fresh air. For example, the assistant supports children to develop their mathematical skills. Children are asked to count animals that are hidden in a sand tray in the garden. Children show good hand-eye coordination when they scoop and fill containers and diggers with sand. The assistant supports them to cooperate with each other. Children learn about growing as the childminder talks to them about looking after the tomato and cress plants.
- The childminder plans to help children practise their small-muscle skills. For example, as children sit together for a craft activity, she helps them to glue cotton wool onto their picture. The childminder supports children to hold a pencil to draw a mouth. However, younger children find this activity difficult. The childminder does not plan opportunities effectively to allow younger children time to explore their mark-making ideas. As a result, children become disinterested.
- The childminder supports children to understand and learn new words. For example, when the children play with a model farmyard, she talks to them about wheat and barley being used to make cereal for breakfast. The childminder covers the farmyard with a blanket and encourages children to feel and guess

which animal they find. However, she quickly tidies away the activity, and children do not have time to explore their own ideas and thinking.

- The childminder helps children to learn about healthy lifestyles and to be independent. She reminds children to rub their hands together as they wash them before eating. The childminder talks to children about healthy foods as they eat their snacks.
- The childminder supports children to learn what is expected of them. For example, children listen as she encourages them to tidy away toys before getting out something else. She encourages children to think about feelings and to be kind to each other.
- The childminder reflects on her practice through meetings and discussions with her assistant. They attend relevant training to update their knowledge. The childminder seeks help from other professionals for children who may need extra support.
- The childminder has links with the other settings that the children also attend. They share information together about children's next steps to help with continued learning.
- The childminder provides opportunities for children to learn about the local community. For example, she plans visits to the playground, toddler groups and to buy eggs from the nearby farm.
- Parents state that they feel supported and speak of the great bond between the childminder, her assistant and the children. Parents describe a 'home-from-home' environment, where children are well cared for and happy. Parents speak of the childminder helping children to be independent, such as learning to put on their own coats and shoes.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder provides a safe and clean environment for children to play in. The childminder and her assistant know their obligations to keep children safe. They know how to identify the signs and symptoms of abuse. They know the action to take if they have a concern about a child's welfare, including issues such as female genital mutilation and county lines. The childminder and her assistant follow accident procedures when children have an injury and give relevant first aid. They talk to older children about keeping safe online. They attend training courses to update their knowledge of how to promote children's safety.

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

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

- improve planning for younger children to provide activities with challenge relevant to their stage of development so they can make rapid progress in their

learning

- allow more time for children to be able to explore freely and follow their own thinking and ideas.

## Setting details

<b>Unique reference number</b>	205881
<b>Local authority</b>	Derby
<b>Inspection number</b>	10263768
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	18
<b>Date of previous inspection</b>	11 May 2017

## Information about this early years setting

The childminder registered in 1998 and lives in Allestree, Derby. She regularly works with an assistant. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday, except for the week between Christmas and New Year, bank holidays and family holidays. The childminder receives funding to provide free early education for children aged two, three and four years old.

## Information about this inspection

**Inspector**  
Caroline Winterton

## 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 joined the inspector on a learning walk and talked to the inspector about her curriculum and what she wants the children to learn.
- The inspector spoke with the childminder about the leadership and management of the setting.
- The inspector observed the quality of education being provided and assessed the impact that this is having on children's learning.
- The inspector observed the interactions between the childminder, her assistant and the children.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at relevant documentation.

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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