

Childminder report

Inspection date: 12 May 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

The childminder is kind and supportive. Children demonstrate that they feel happy and safe when playing and exploring with her. The childminder offers lots of activities both indoors and outdoors. She works hard to create an ethos where children learn and play while engaging with the natural world. Children benefit from a range of outings to widen their experiences. For example, they regularly visit country parks where they are taught to manage risks and develop their physical skills. They meet up with other childminders and their minded children, which supports their social skills. As a result, children develop confidence when exploring resources or visiting new places.

The childminder provides exciting activities for the children to explore. They are eager and curious to play as they roll and bounce balls back and forth. Young children learn how to stay safe when climbing and balancing, developing their mobility. Children are engaged for long periods and seek the support of their childminder. Both the childminder and children say 'wow' together with smiles and delight. The childminder's positive interactions support children to recognise their own success. This encourages children to behave well and have a positive attitude to learning.

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

- The childminder plans activities to support children's next steps in their development. She sequences what children need to learn next to help them build further on their existing knowledge and skills. For example, she offers an environment that encourages young children to pull themselves up, with the intent for them to start to take steps independently.
- The childminder regularly takes children on a range of outings in the local community. She ensures that they have plenty of opportunities to run, jump and climb at parks and in woodland areas. Children are supported in building physical skills and explore with nature.
- Relationships with parents are strong. Parents' written comments are very positive about the service the childminder provides for their children. Parents comment that the childminder keeps them well informed about their child's day and they feel that their child's individual needs are being met well.
- The childminder has a well-thought-out environment. Children have access to a wide range of activities to support their learning and development. A range of books are available for children to access. However, when children show an interest in books, the childminder does not respond swiftly enough to support their literacy development.
- Young children thoroughly enjoy ball games with their childminder. She becomes fully involved with the children as they laugh and play with balls together.

However, the childminder does not always build on children's learning. For example, when children show interest in filling a bowl with balls, the childminder does not count the balls and use number names. This does not fully promote children's learning about early mathematics.

- Children's independence skills are supported well. The childminder provides an environment with activities set out at the children's level to enable them to make their own choices independently. Children also choose their own healthy snack, provided by the childminder, which contributes towards leading a healthy lifestyle.
- The childminder raises children's self-esteem and confidence during play. She offers lots of meaningful praise as she consistently celebrates children's achievements during activities. Children respond well. For example, they clap for themselves excitedly at their own success.
- Children's emotional security is not consistently supported during routines. On these occasions, such as while the childminder makes lunch, children become upset as they are not sure what is fully expected from them while they wait.
- Children's thinking and language development are supported through interactions from the childminder. She uses effective conversation to build younger children's vocabulary. This enables children to hear and learn new words through playful interactions.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibility to keep children safe. She understands the procedures to follow if she has concerns about a child's welfare. She supervises children well. The childminder carries out risk assessments of the environment throughout the day, indoors and outdoors. The premises are safe and secure, ensuring children are safe. The childminder keeps her safeguarding knowledge up to date by completing regular child protection training refreshers. She is aware of the types of abuse and the signs and symptoms to look out for that may suggest a child's welfare is at risk.

What does the setting need to do to improve?

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

- support children to develop their early mathematical skills and knowledge, paying particular attention to counting skills
- enhance the use of stories and books to support children to be excited by and develop a love for reading
- review how children's personal care routines are managed to further promote their emotional security.

Setting details

Unique reference number	EY461299
Local authority	Derbyshire
Inspection number	10276494
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 11
Total number of places	3
Number of children on roll	11
Date of previous inspection	18 July 2017

Information about this early years setting

The childminder registered in 2013. She lives in Worksop. She operates all year round from 6.45am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder is a qualified teacher.

Information about this inspection

Inspector
Kate Francis

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 showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development.
- The inspector observed the quality of education being provided indoors and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector observed an activity and evaluated this with the childminder.
- The childminder provided the inspector with written comments about her service from parents.
- The childminder provided the inspector with a sample of key documents 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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