

Childminder report

Inspection date: 6 June 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 happy and enjoy the time they spend with the childminder. On arrival, they come into the dedicated playroom and settle quickly. The childminder has warm, caring relationships with children and gives them cuddles as needed. She provides a safe and nurturing environment. Children have access to a wide range of resources that support their development. They have daily opportunities to go outdoors. The childminder encourages the children to be sociable with each other. Young children show an interest in each other's play. They invite their friends to join in with what they are doing. For example, they help each other find the plastic eggs to fill the egg box. The childminder supports their mathematical development as she models counting the eggs and helps them to identify and name different shapes.

The childminder supports children's communication and language skills as she encourages them to ask for what they want and express their feelings. Children have a love for sharing books. They enjoy curling up with the childminder as she reads stories to them. Children confidently choose their favourite stories and ask for them to be read again and again. Children behave well and benefit from consistent daily routines they are familiar with. The childminder is a positive role model for children. She has high expectations of them and instils good values and manners.

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

- The childminder identifies children's starting points in learning from her accurate observations and discussions with parents. She knows what she wants children to learn next and provides a variety of resources and toys for children to lead their own play. The childminder plans specific activities to strengthen children's learning. Children are confident to lead their own play. For example, children enjoy matching shapes and fitting them together. However, children do not always have opportunities to freely engage in creative activities to develop their own imagination.
- Children benefit from activities that support their communication and language skills. The childminder models language and new vocabulary as she plays alongside the children. Children enjoy listening to stories and point to pictures in books as the childminder names what they can see. However, background music negatively impacts on children's ability to listen to language as it is spoken and concentrate on activities.
- The childminder encourages children to become confident learners. She recognises when children feel shy and gives them time, space and support to become more assured. She carefully involves them in play and encourages them to try new experiences. Children have ample opportunities to learn about the

nature as they grow plants in the garden. This helps to develop their knowledge of the world around them and observe changes.

- Children develop their independence skills well. They learn to put away their toys before starting a new task. Children wash their hands regularly after playing outside or before eating. The childminder helps children to decide what they would like to play with and to cooperate with each other.
- Children understand and follow the setting rules well, such as walking inside and using their manners. Children learn about what makes them unique as well as other cultures. This supports them to learn about the world around them.
- Children learn different ways to keep themselves healthy. They enjoy nutritious home-cooked meals and fruit. The childminder supports children to have daily fresh air and exercise. For example, they play outside and develop large-muscle skills as they climb the steps to the top of the slide.
- Parents are delighted with the service that the childminder provides. They praise the childminder for the strong bonds she forms with their children and the many stimulating activities she offers. Parents welcome the regular communication and support they receive.
- The childminder keeps her mandatory training up to date, such as safeguarding and first aid. She has strong relationships with other local childminders and they share good practice. The childminder completes professional training to extend her knowledge and understanding of what she can offer children and their families. She regularly reviews and implements new ideas to raise the quality of her teaching and, consequently, outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of her role and responsibilities regarding how to keep children safe from harm. She is aware of how to correctly report concerns about the welfare of children. The childminder understands how to correctly report allegations made against herself or any other adult in her household. The childminder is trained in paediatric first aid and keeps this up to date. There is an emergency evacuation procedure in place. This is understood and practised with children. The childminder carries out regular checks of the indoor and outdoor environment and removes any hazards before children use these spaces. The childminder supports children to learn how to keep themselves safe.

What does the setting need to do to improve?

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

- provide children with more opportunities to freely engage in creative activities and express their imagination

- consider the impact of background music on children's communication and language and concentration skills.

Setting details

Unique reference number	306845
Local authority	Derby
Inspection number	10276195
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 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	5 July 2017

Information about this early years setting

The childminder registered in 2000 and lives in Littleover, Derby. The childminder operates all year round from 7.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Lianne McElvaney

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 her evaluation of the setting.
- The inspector observed a range of play activities in the childminder's home and garden. She considered, with the childminder, the impact of teaching on children's learning and development and discussed children's progress.
- The inspector and childminder completed a learning walk around the setting. They discussed how the environment is organised and curriculum planned to support children's learning. The inspector took account of how the childminder completes risk assessments to ensure that children remain safe.
- At appropriate times during the inspection, the inspector spoke to the children and childminder. She also took account of the written views of parents. The inspector observed the quality of interactions between the childminder and the children attending.
- A sample of documentation that supports the effective management of the childcare was viewed by the inspector. This included evidence of qualifications, the suitability of the childminder and other household members, and a sample of policies.

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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