

Childminder report

Inspection date:

5 September 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 settled in the calm environment provided by the childminder. The childminder forms warm and positive relationships with children, helping them to feel safe and secure. She implements activities that captivate children's interests. Consequently, children are deeply engaged in play and show positive attitudes to play and learning. For example, children look in awe and wonder as they examine shells and their different colours. They enthusiastically hold the shells up to their ears, and the childminder talks to children about the sound of the ocean.

Children confidently explore their environment. The childminder encourages children to investigate textures as they mix water with mud. Children concentrate as they push diggers through the mud. They listen intently as the childminder introduces words, such as bollard, dig and mix. She uses explanations to develop children's understanding. For instance, the childminder explains that bollards are used to warn people that there is danger.

The childminder provides children with new experiences. For example, they attend weekly movement and ballet sessions in the local community to develop their physical skills and core strength. The childminder takes children on local walks, and they collect items, such as pine cones, and learn about nature and the world.

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

- The childminder knows the children well. She works closely with parents to identify children's interests and individual needs. The childminder makes use of observation and assessment to accurately understand children's development. She uses this information effectively to plan specific activities to promote children's learning.
- The childminder helps children to understand the expectations in her home. For example, the childminder reminds children to use walking feet inside so that they do not fall and hurt themselves. Children respond well and help the childminder to put the toys away when she says it is tidy-up time. The childminder encourages children to use kind hands and explains why this is important, promoting children's positive behaviour.
- Overall, the childminder supports children's communication and language well. For example, she helps children to develop the muscles to form words by blowing bubbles. However, on occasion, the childminder does not model the correct pronunciation of words to support children's growing vocabulary. For example, at times, she uses words such as doggie instead of dog and fishy instead of fish.
- Children develop good hygiene habits. They follow routines put in place by the

childminder. For example, they wash their hands before eating and after using the potty. The childminder demonstrates effective handwashing practices by washing her hands at the same time. She provides simple instructions to support effective hand hygiene techniques, such as remembering to wash the back of your hands too.

- The childminder teaches children how to care for their teeth. Children concentrate as they use toothbrushes and brush pretend teeth. The childminder explains how to brush to ensure that all teeth are clean. She takes children on visits to the dentist to help them feel comfortable and understand the importance of these appointments.
- The childminder provides children with opportunities to carry out tasks for themselves. For instance, at mealtimes, children cut their own fruit, following simple instructions from the childminder. Before and after outdoor play, the childminder encourages children to put on and take off their own shoes. Children practise using a tissue to blow their noses, with the childminder close by for support. This promotes children's self-help and independence skills.
- The childminder's partnership working with parents is strong. For example, she regularly shares children's progress, achievements and next steps in development to support parents' understanding of their children's learning. However, the childminder's partnership working with some local schools is not yet fully embedded in order for her to consistently share information and provide continuity in children's care and learning.
- The childminder regularly updates her knowledge and skills to inform her practice. For example, she carried out her own research into how children learn through repeated patterns of behaviour. This helps the childminder to support children's progress through their preferred methods of learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of possible types and indicators of abuse. She understands risk factors to children's safety and well-being, such as domestic violence in the home. The childminder is confident about the local reporting procedures to raise concerns about children's welfare. She is proactive in protecting children from the sun and puts measures in place to ensure that they can play safely outdoors. The childminder maintains a secure premises to keep children safe from unauthorised visitors or from children leaving unsupervised. She supervises children during play and mealtimes effectively. The childminder is vigilant to ensuring that foods are suitably prepared to minimise the risk of choking.

What does the setting need to do to improve?

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

- consistently model the correct pronunciation of words to support and extend children's vocabulary
- strengthen partnership working with all other settings that children attend to ensure a consistent approach to children's care and learning.

Setting details

Unique reference number	EY221695
Local authority	Derbyshire
Inspection number	10304815
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 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	1 February 2018

Information about this early years setting

The childminder registered in 2001 and lives in New Mills, Derbyshire. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Mel Walker

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 and the inspector completed a tour of the home and areas used for childminding.
- The inspector carried out a joint evaluation of a planned activity with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation 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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