

Childminder report

Inspection date: 18 October 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

The childminder knows each of the minded children extremely well and takes care to make sure that their interests and current fascinations are reflected in what she offers during the day. Children settle well. The security the childminder offers children helps them to manage their feelings when there are visitors to the setting. Children move freely and safely around the childminder's home. She is alert to what might cause an accident and as she tidies things away, she talks to the children about what she is doing to help to develop their awareness of risk and how to stay safe.

Children of all ages are supported by the childminder to join in with listening to stories and signing songs and rhymes. Babies join in with action songs that support their developing control of their hand movements. Older children sing along and enjoy choosing which song they would like to sing next, using illustrated sticks that the childminder has created for them. The childminder joins in with children as they play, prompting them to experiment and explore the environment and resources. Children respond joyfully to the childminder's interest in them and giggle as they play a game of peek-a-boo or show pride in the pictures that they create.

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

- Since her last inspection, the childminder has worked hard to address the weaknesses that were identified in her practice. The childminder ensures that she follows safe sleep guidelines after completing specialised training. Her interactions with babies are playful and meaningful. She responds and reacts well to children's communication with her and knows the babies well enough to identify when they are tired, hungry or need a change of scenery. The childminder's garden is safe. She actively checks the garden for any hazards each day to remove any potential for injury to children.
- The childminder has a good underpinning knowledge and understanding of how young children learn. She capably identifies what children need to learn next and includes this in her plans for the children's day with her. For example, older children who show an interest in numbers are supported to count a number of objects and recognise numerals. They work on recognising what a group of objects might look like and naming the amount without counting. When they are keen to write the numerals down the childminder provides resources for them to do this. However, the childminder does not help children to understand the concept of zero, despite having the resources available to do this.
- Children quickly begin to understand the daily routine that the childminder has in place and what she expects of them. Older children know that before eating and after using the toilet, they wash their hands, while babies are introduced to basic hygiene when they have their hands wiped after having their nappy changed.

Nappy changes are calm, respectful and friendly.

- The childminder works well with parents and other early years settings the children attend to provide care and learning that complement each other. Older children who are learning how to dress themselves learn how to put on their clothes and shoes with the childminder, while at their other early years setting, they learn how to put on a fasten their coat. Parents are very appreciative of the information and support they receive from the childminder. They comment on the positive effect the childminder has on their children's play and learning.
- The childminder has a positive attitude towards her professional development. She accesses courses and information that help her to develop how she works in practical ways. Her recent learning about developing children's communication and language is very apparent in her practice. She asks children thought-provoking questions by using starter words, such as how, why and what, which provokes children's thinking. She does not shy away from using complicated words with children, instead she uses the word and explains what it means. At times, however, the childminder does not use her resources, such as the singing sticks, to their full effect to help children to make informed choices.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibility to safeguard children. She can describe the signs and symptoms that indicate a child may be suffering from or be at risk of harm. She does not hesitate to seek advice or make referrals to other professionals if she has concerns about a child's welfare. The childminder understands how to assess her home for hazards and takes appropriate action to reduce the risk of injury to children. When children need specialist equipment in her home, the childminder fully assesses any risks associated with the equipment. The childminder supervises children closely, especially when they are eating to reduce the risk of a child choking on food.

What does the setting need to do to improve?

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

- help children who are interested in number to develop an understanding of zero
- extend opportunities for children to make informed choices during group activities, such as singing.

Setting details

Unique reference number	EY276154
Local authority	Derbyshire
Inspection number	10297512
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	0 to 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	12 May 2023

Information about this early years setting

The childminder registered in 2003 and lives in New Mills, Derbyshire. She operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Joanne Smith

Inspection activities

- The inspector discussed any continued impact of the COVID-19 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 they are safe.
- The childminder and the inspector discussed how the childminder organises her early years curriculum, including the aims and rationale for the early years foundation stage curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed interactions between the childminder and the children.
- Parents shared their views of the childminder through written testimonials. Their views were taken account of by the inspector.
- The childminder shared relevant documentation with the inspector.

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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