

Childminder report

Inspection date: 25 September 2024

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 provides a safe and welcoming environment for children. She is warm and attentive to children's individual needs. Children thrive as they feel secure. They confidently engage with the childminder, eagerly joining in activities with her and seeking support when needed. The childminder is a positive role model and skilfully guides young children to learn how to play cooperatively with others and share play resources. Children listen carefully to instructions and willingly help to put the toys away when they have finished playing. Children thoroughly enjoy the close interactions they share with the childminder.

The childminder knows children well. This enables her to provide inviting and stimulating activities that motivate children to learn and further develop their skills. For example, she provides many opportunities for children to engage in role-play activities indoors and outside, as she acknowledges this is something the children particularly enjoy. Children delight in taking care of the dolls, giving them bottles, taking them for a walk in the pushchair and settling them down for a sleep. The childminder plays alongside children, encouraging their communication skills as they play. Children express delight as they exclaim, 'Look! She's asleep.' Children become engrossed in their play and focus their attention for extended periods.

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

- The childminder implements a broad and balanced curriculum to support children's learning and development. She plans activities that follow children's interests and clearly identifies what they need to learn next. The childminder gathers appropriate information from parents when children first start. She uses this, and her own observations, to plan for children's next steps in learning. This helps all children to make progress and achieve good outcomes.
- The childminder helps young children to develop the key skills they will need when they go to school. For example, she gives good attention to fostering children's self-care skills and independence. Children enthusiastically put on their own coats and boots before going outside to play. They beam with pride when the childminder praises their efforts.
- Partnerships with parents are strong. The childminder regularly shares information about children's progress and supports parents to be fully involved in children's learning. Parents comment that they see how much progress their children are making with the childminder as they learn new words and songs. Parents value the flexible care the childminder offers.
- Overall, the childminder supports children's communication and language skills well. She recognises the importance of exposing children to rich and varied opportunities to develop and extend their speech. The childminder provides a lively narrative while children play to introduce them to new vocabulary. For

example, when children notice two dolls sitting together, the childminder comments, 'They are twins. They are the same.' Although children listen carefully, the childminder does not always give them enough time to share their own ideas or comments during conversations.

- The childminder gives very good attention to fostering positive relationships with children. She encourages them to develop polite manners, and children respond positively to her clear boundaries and high expectations. For example, young children say 'please' and 'thank you' as they engage with the childminder. Children show care and consideration for the resources and treat each other and the environment with respect.
- The childminder appreciates the positive effects that outdoor learning experiences have on children's physical and emotional well-being. She plans for daily opportunities for children to be outside, whether playing in her secure garden or going on walks to the local park. This helps to support children to develop positive attitudes to being active and gives them time to practise their physical skills and develop strength and stamina.
- The childminder ensures that she keeps her knowledge up to date through support from an early years adviser and training. She has completed further training in behaviour management and safeguarding children. She uses this knowledge and understanding to ensure children are supported effectively and their safety and welfare are fully promoted. The childminder understands the importance of professional development to continually improve her practice and skills.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop practice further by enabling children to have more time to think and respond when engaging them in conversation.

Setting details

Unique reference number	225021
Local authority	Leicestershire
Inspection number	10355201
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	2 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	21 November 2018

Information about this early years setting

The childminder registered in 1989. She operates all year round, from Monday to Friday, 8am to 5pm, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. The childminder provides funded care and early education for children aged two and three years.

Information about this inspection

Inspector

Kate Scheel

Inspection activities

- The childminder showed the inspector around the areas of her home used for childminding and explained her intentions for children's learning.
- The inspector received written feedback from parents and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector and the childminder evaluated and shared their observations of an outdoor activity.
- The inspector observed the interactions between the childminder and the children.
- Children spoke to the inspector about their activities.
- The childminder provided the inspector with a sample of key documentation on request, including training certificates.

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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