

Childminder report

Inspection date: 10 June 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

Children are welcomed into the home-from-home setting. The childminder gets to know children well and helps them to feel settled and confident. For example, photos of children's families are displayed for children to see. This prompts children to recall and talk about activities and outings they have enjoyed at home and the people who are most important to them. The childminder has a clear understanding of where children are in their learning and development. She takes account of their interests, planning activities that she knows children will want to engage in. This helps children to make good progress in their learning.

Children learn to play cooperatively with others. The childminder plans activities that require them to work together as a team, such as building a very tall tower. She reminds children to take it in turns as they place one brick on top of the other. She encourages one child to hold the tower while another adds bricks. Children learn about the world around them as they enjoy playing outside. When they find a snail, they are fascinated by it. The childminder introduces magnifying glasses and helps children to look at patterns on the snail's shell more closely. She talks with them about where snails like to live.

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

- The childminder is a knowledgeable practitioner. She understands how children learn. She plans activities to provide a wide range of learning opportunities that build effectively on what children already know and can do.
- The childminder considers the experiences children have elsewhere and complements these with the activities and guidance they need to make good progress through life. All children happily engage in the play opportunities planned. However, the childminder does not always adapt activities well enough to ensure that very young children can meaningfully take part.
- Children behave well. The childminder reminds them to use good manners, to be considerate of others and to take care of the toys and resources. Children start to learn to talk about how they feel when the childminder shares stories about feelings. She asks children about what makes them feel sad or happy, for example.
- Children love to read familiar stories, and the childminder uses these well to support their language development. Children read a story with the childminder about hunting for a bear. They join in with the words and have fun making the different sounds. Younger children enjoy turning the pages and looking at the pictures. Older children love doing the actions and shout, 'Oh No!', loudly when they see the bear. The childminder takes care to pronounce new words, such as 'squelch', clearly. Children watch her closely and copy her. They talk about what 'squelch' means and how it feels to get mud between your toes.

- The childminder works in partnership with parents. She shares good-quality information, including a clear and comprehensive progress check for children at age two. This helps to ensure that parents are kept informed about their children's learning and progress. Parents comment that the childminder works closely with them to meet their children's needs. They say that the level of information they receive from the childminder is excellent and that she provides support and advice to them as parents too.
- The childminder has high expectations of what children can do. She provides age-appropriate explanations and supports children to have a go and to try again at something if they are not successful the first time. Children attempt to put on their outdoor clothing. When they struggle and put something on back to front, the childminder talks them through what they need to do to correct this. As a result, children start to master these key independence skills. The childminder encourages their efforts and praises their success.
- The childminder is attentive to children's individual needs and routines. This supports their well-being and ensures they get the most from their time spent with the childminder.

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:

- adapt planned activities so that all children can meaningfully take part.

Setting details

Unique reference number	225348
Local authority	Leicestershire
Inspection number	10337232
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	3
Date of previous inspection	28 August 2018

Information about this early years setting

The childminder registered in 1993 and lives in Loughborough. She operates all year round, from 8am to 5.30pm on Monday to Thursday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector

Ruth Howard

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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 childminder spoke to the inspector about children's learning and development.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views on the setting with the inspector.
- 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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