

Childminder report

Inspection date: 11 March 2020

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 safe while in the care of the childminder and her assistants. Children enjoy playing alongside one another in the clean and well-organised home. They are independent and understand the importance of hygiene routines. For example, they know to wash their hands before eating and after playing outside. They recognise their own name label on their individual towels and dry their hands thoroughly to prevent the spread of infection. This supports children's health, well-being and independence effectively.

Children demonstrate good levels of curiosity and have positive attitudes to learning. They are resilient in their play and manage set-backs well. For example, while outside, children choose to play a game of skittles. They methodically line up plastic skittles. They persevere with this even when the skittles get blown down by the wind. Children work well together as a team. They take it in turns so that they all have an opportunity to knock the skittles down.

Children are clear on the high expectations the childminder has for their conduct. They respond appropriately when the childminder asks them to think about how their actions may affect others. For example, she explains to children why they should not throw sand. Children immediately amend their behaviour and learn how to play safely.

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

- The childminder and her assistants work well together. They have established good relationships with parents. The childminder keeps parents up to date with their children's development and provides advice when children need additional support. For example, the childminder completes the progress check for children at age two. She shares any identified concerns and helps parents to seek external support, such as for children's speech and language. The childminder also has good links with other settings that children attend. She regularly shares information with them about children's learning. Therefore, children's learning is consolidated well.
- The childminder has an accurate view of what children need to learn next. She plans activities that cover all areas of learning and build on children's knowledge. The activities provided support children's physical and communication skills well. Children show good coordination and control as they chop and push pieces of fruit onto skewers and correctly name the pieces of fruit.
- The childminder knows the children well and has strong relationships with them. For example, she responds quickly and sensitively when children become hungry and tired during activities. She provides comfort and reassurance and alters plans so that she can meet the needs of all children. This supports children's

emotional security effectively.

- The childminder provides children with suitable experiences to support their development. She provides children with opportunities to develop their mathematical knowledge, ready for the next stage in their learning. Children search for different shapes buried in a sandpit. The childminder asks the children to name the shapes as they find them.
- Parents comment extremely positively about the childminder and her assistants. They say they have 'struck gold' in finding childcare where children learn through play. They comment about how supportive the childminder and her assistants are, particularly when their children need extra attention, for example, with their speech and language or dietary needs.
- The childminder asks parents for information about their children when they first start. She uses this information to provide experiences for children that broaden their knowledge. For example, she takes children to local farms and parks. However, the childminder does not provide children with a rich enough set of experiences that help them to have an understanding of people, families and communities beyond their own.

Safeguarding

The arrangements for safeguarding are effective.

The childminder describes the signs and symptoms of child abuse confidently. She knows how to share any concerns she may have about children with the relevant child protection agencies. The childminder knows how to respond to any allegations of abuse made about herself or anyone else living or working on the premises. She makes sure her assistants also have a good knowledge and understanding of their role to safeguard children. They work together to supervise children well. The childminder completes checks of the home to make sure there are no risks to children's safety. This means that children in her care are appropriately protected from harm.

What does the setting need to do to improve?

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

- strengthen even further children's developing understanding of similarities and differences in people beyond their own community and the wider world.

Setting details

Unique reference number	225751
Local authority	Leicestershire
Inspection number	10064524
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 10
Total number of places	12
Number of children on roll	18
Date of previous inspection	24 February 2016

Information about this early years setting

The childminder registered in 1996. She lives in Market Harborough in Leicestershire and works with assistants. The childminder operates during term time from 7.30am to 6pm, Monday to Wednesday, Thursday from 7.30am to 9.30am and 3pm to 6pm, and Friday from 7.30am to 9.30am. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Caroline Clarke

Inspection activities

- The inspector talked to the childminder about how she organises the play and learning experiences she provides for children.
- The inspector observed the quality of interactions during activities and assessed the impact this has on children's learning.
- The inspector spoke with children during the inspection. She held discussions with the childminder and her assistants at various points and looked at a sample of documents, including attendance records and accident records.
- The inspector took account of the written feedback from parents about their experiences of the childminder and her assistants.

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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