

Childminder report

Inspection date: 6 March 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 calm, nurturing, home-from-home environment where children can feel safe and happy. Children establish friendships as they play together with their peers. During activities the childminder supports them to take turns and helps them to become aware of each other's needs. For instance, older children show thoughtfulness to younger children. They gently help them wake up from their sleep and slowly invite them into the activities.

The childminder provides experiences linked to children's interests. She uses their interests to skilfully support their learning and deepen their understanding. For example, children find out about dinosaurs. They recall different types such as, a T-Rex and Brachiosaurus. They know the characteristics of the dinosaurs. For instance, children remember that a T-Rex, is a carnivore that eats meat. A Brachiosaurus is a herbivore, with a long neck that can reach up and eat leaves from trees. The childminder continues to build on their interest while supporting their physical development. For example, she plays familiar songs to children, encouraging them to move their bodies to the music. They stomp their feet like a T-Rex and stretch out their arms and fly like a Pterodactyl.

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

- Parents are happy with the care that their children receive. They feel well informed about their child's progress and next stages of learning. Parents appreciate the childminder's flexibility and support if additional care is needed. They comment that children enjoy the range of experiences that the childminder provides. This includes arts and crafts activities and social group events, such as play groups.
- The childminder assesses and monitors children's progress. This helps her to plan experiences to support their learning. However, the childminder does not always adapt or extend activities to provide appropriate challenge for all children. For example, the childminder planned a colour sorting activity. Some children found the activity too easy for their ability and lost interest quickly.
- The childminder ensures that she keeps her knowledge up to date and refreshes her skills. She completes online research and training to help to enhance the learning opportunities she provides for children. For instance, the childminder recently attended training focusing on two-year-old children. As a result, she introduced a 'what's in the box' activity. Children place their hand inside a box and describe what they feel. This helps them to explore using different senses and to problem solve.
- Mealtimes are a relaxed, social occasion. Children follow good hygiene routines by ensuring they wash their hands before eating. The childminder is a good role model, she sits and eats with children at the dinner table. Children use their

manners and know not to talk while chewing food. However, the childminder does not consistently use routines, such as this to support children's understanding of healthy food choices.

- The childminder plans trips outside the home, giving the children the chance to learn about the world around them. She takes them on visits to the park for exercise and to the ponds to feed the ducks. The childminder takes the children to the library, where they join other children to sing songs and listen to stories. These activities help children to develop their social skills and learn about the wider community.
- Children's behaviour is good. The childminder gives consistent messages to them to help them to understand rules and boundaries. On the rare occasions that children need support with managing their feelings, the childminder calmly intervenes and gives children the reassurance they need.
- The childminder supports children's communication and language development well. For example, children gather to listen to a story. They choose a prop representing their favourite character. Children help to tell the story, remembering what their character says. The childminder and children change their voice and tone to fit with the characters. Furthermore, the childminder chats to children throughout activities. She clearly repeats back to them any mispronounced words to help them to hear the correct pronunciation.

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:

- strengthen the implementation of the curriculum to ensure all children receive experiences that offer appropriate challenge and extend their learning
- make the most of daily routines, to prompt discussion with children to support their understanding of healthy lifestyles further.

Setting details

Unique reference number	225869
Local authority	Leicestershire
Inspection number	10311977
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 9
Total number of places	6
Number of children on roll	12
Date of previous inspection	17 April 2018

Information about this early years setting

The childminder registered in 1996 and lives in Fleckney, Leicestershire. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kelly Langley

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 inspector had a tour of areas of the premises that are used by children.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector read written comments from parents and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to children at appropriate times during the inspection.

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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