

Childminder report

Inspection date: 11 November 2021

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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children show a positive relationship with the childminder. They enjoy the time they spend with her. For example, when children are tired, they lay down to rest on the sofa and receive comfort from the childminder, such as a rub on their back. Children begin to learn to share, for instance, when they play a game of catch with the childminder. They take it in turns to throw and receive a soft toy.

Children are physically active. Outdoors, one-year-old children test their physical abilities when they hold onto the childminder's hand to jump into a sand pit. They repeat this action until eventually they manage to jump in on their own. Children show a sense of pride in their abilities and smile at the childminder, who acknowledges their achievements.

Children learn how to keep themselves safe, such as when they play in the garden. For instance, they receive a gentle reminder from the childminder to sit on their 'bottom' when they go down the slide. Children show their ability to think critically and to solve problems, such as when they complete puzzles. They receive suggestions from the childminder that encourage them to think about how they can turn the pieces around. Children concentrate and persevere until the pieces fit together.

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

- The childminder recognises the importance of providing children with a healthy diet. She offers children freshly prepared snacks and meals. The childminder provides opportunities for children to learn how meals are made. For instance, she takes them to a village orchard to pick apples. Children help the childminder to make 'apple crumble' and eat this as part of their lunch.
- The childminder observes and assesses children's learning. This helps her to identify what children need to learn next. An example of this is to support children's communication and language skills, such as to introduce vocabulary. The childminder sings plenty of nursery rhymes and reads stories to children. She names toy animals that children play with. However, occasionally, the childminder does not help children to build further on what they already know. For example, when children cannot identify a certain animal, she does not show them the correct animal to develop their knowledge.
- The childminder encourages children from an early age to develop skills for future learning, such as to be independent. For instance, she asks one-year-old children to open fastenings on their shoes and to put paper towels in a bin after they wash their hands.
- The childminder gives children plenty of praise and encouragement to promote positive behaviour. For instance, when children complete a floor puzzle, she

claps her hands to praise their achievements. When children tap and kick balloons, she gives them verbal praise, such as 'well done'.

- The childminder has found some opportunities to extend her professional development. For example, she reads books to keep her knowledge up to date of the revised early years foundation stage document. However, the childminder will benefit from further training to help her to support the needs of the children in her care.
- When children first start attending, the childminder gathers information about what it is like for the child in their home. This helps her to identify how to broaden children's experiences in her setting. She is aware that some children, who were born during the COVID-19 pandemic, have spent long periods of time with only family members. They have had fewer opportunities to socialise with children of a similar age. Therefore, the childminder takes children to groups where they can meet other children and develop friendships.
- Parents provide positive comments about the childminder. They appreciate the support they receive to continue their children's learning at home, for example, to sing nursery rhymes to encourage children's speaking skills. This partnership working contributes to consistency to support children's development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the possible signs that may mean a child is at risk of harm. She knows who, how and when to contact other agencies to refer concerns and to seek help for children. The childminder maintains a safe and secure home. When she carries out risk assessments in her home, she gets down to a child's level to help identify if there are any hazards or risks. The childminder has locks on her kitchen cupboards to stop children from accessing inappropriate equipment. This contributes to children's safety.

What does the setting need to do to improve?

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

- challenge children's learning even further and build on what they already know
- seek out further professional development opportunities to help support children's learning.

Setting details

Unique reference number	2522869
Local authority	Leicestershire
Inspection number	10205556
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 5
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Hose, Melton Mowbray. She operates all year round from 7am to 6.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a level 3 childcare qualification.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the childminder has 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 her evaluation of the setting.
- The childminder and the inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She reviewed a sample of documentation and evidence of the suitability of persons living in the household.
- The inspector reviewed written feedback from parents and took account of their views.

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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