

Childminder report

Inspection date: 22 January 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 settle quickly and enjoy being in this setting. They have close attachments with the childminder. For example, babies reach out to her on arriving and young children happily seek comfort when needed. Children are interested and curious about the activities and resources available. They like to check on the snails in the tank to see where they are hiding and what they have eaten.

The childminder has high expectations for children's learning. Young children are broadening their vocabulary and can put three and four words together in a sentence. They are keen to tell the childminder that they have drawn a princess and can name the colours they have used. Children persevere in responding to the childminder's challenges, such as learning how to catapult balloons across the room. They make good progress in their learning.

Children are good at following the childminder's example and remember to say 'please' and 'thank you'. Young children are also learning to take care of resources and help to tidy up by putting toys back in the box. The childminder keeps children safe and encourages them to learn about safety. She patiently explains what they need to do. For example, young children know how to come down the stairs either by sitting down or holding on to the rail.

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

- The childminder takes children to local groups where they benefit from socialising with larger numbers of children. She also takes them on trips to the local park to collect leaves and natural materials, which broadens their knowledge and experience. Children also learn about different people and communities, along with festivals and celebrations such as Remembrance Day and Diwali.
- The childminder knows the children very well. She uses what she knows about their interests to plan activities that excite them. For example, the childminder provides collage materials following on from children's interest in icy weather. Children enjoy using glue and sticking different shapes to the paper. However, the childminder does not always extend activities to ensure that they can create and do more for themselves.
- Babies are developing their physical skills well. The childminder provides appealing resources that make sounds or pop up at the press of a button. Babies persevere with reaching for them and pull themselves along as they learn to crawl.
- Children are absorbed in their play with small-world resources. They spend time making the toy pigs go down the slide, putting them to bed or fitting them into the car. Young children provide a narrative to their play as they talk about what

the animals are doing. The childminder joins in with their play. She models language and asks children questions about what they are doing. However, children do not always have time to think and respond between questions.

- The childminder makes good use of feedback from parents and information from children's assessments. This helps her to identify strengths in her own practice and the areas she wants to improve. However, this is less sharply focused on identifying and improving her teaching skills. The childminder takes time to research and find out about developments in childcare practice. She uses this information to ensure that children take part in activities which cover all seven areas of learning.
- Parents are appreciative of the time the childminder gives to forming good relationships and really getting to know their children. The childminder ensures that she shares information with parents about children's learning and what they need to do next. For example, the childminder and parents work together to decide when and how to introduce toilet training.
- Children are confident and know their way around the setting. They like to make their own choices. Children choose their favourite story for the childminder to read or ask for more paper when drawing. The childminder encourages children to be independent as much as possible, for example washing their own hands and feeding themselves. The childminder is good at supporting younger children to share toys, especially when babies show an interest in their toys.

Safeguarding

The arrangements for safeguarding are effective.

The childminder protects and keeps children safe in this setting. She is knowledgeable about signs of possible abuse. The childminder is alert to changes that might suggest a child is at risk of harm. She is confident in knowing who to report her concerns to. The childminder is also knowledgeable about signs that indicate children may be subject to extreme views or behaviours. Children are safe in the setting. For example, the childminder makes sure the premises are secure and that unknown persons cannot gain access to the house.

What does the setting need to do to improve?

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

- sharpen the focus on evaluating teaching skills and ensure that children have time to think and answer, to support their problem-solving skills
- extend activities to provide more opportunities for children to be creative and do tasks for themselves.

Setting details

Unique reference number	254387
Local authority	Rutland Council
Inspection number	10071166
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	6 March 2015

Information about this early years setting

The childminder registered in 1988 and lives in Oakham, Rutland. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Judith Chinnery

Inspection activities

- The inspector observed the quality of education delivered during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with childminder and children during the inspection.
- The inspector looked at relevant documentation.
- The inspector spoke to parents during the inspection 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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