

Childminder report

Inspection date: 14 February 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder demonstrates a kind and caring nature, which helps children to feel settled and happy in her care. Children confidently explore the safe and well-equipped environment and help themselves to resources and activities that interest them. They develop strong relationships with the childminder and each other. The childminder is a positive role model, who sensitively reinforces her expectations for children's behaviour. Children of all ages play harmoniously together, and they willingly take turns and share equipment. They demonstrate good manners and show care for each other and the environment. The childminder offers continual praise and encouragement, and children develop good levels of confidence and self-esteem.

The childminder supports children's communication and language skills well. She provides a commentary and models good conversational skills as children play and during daily routines. Young children repeat words and phrases in response to the childminder's warm interactions. Older children confidently and articulately talk with visitors. They ask questions and share, for example, how they enjoy singing and dancing with the childminder and their friends. Children show their excitement as the childminder invites them to take it in turns to choose their favourite song. Children join in with the words and actions with confidence, as they are inspired by the childminder's animated and enthusiastic involvement.

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

- The childminder attends mandatory training, such as safeguarding and paediatric first aid, to help her refresh her knowledge of how to keep children safe. Furthermore, she has worked on strengthening her professional knowledge and has addressed the areas for improvement that were set at the last inspection. For instance, she has completed a range of online courses and sought advice from local authority advisers.
- The childminder knows the children in her care well and is aware of their starting points and interests. Through regular observations, she identifies what children need to learn next. The childminder uses this information to plan and provide a curriculum that overall supports children's individual learning needs well. However, at times, the childminder does not adapt activities and her interactions well enough to ensure that older children remain consistently engaged and challenged in their learning.
- Children of all ages show good levels of independence and are encouraged to attend to their self-care from a young age. Children help themselves to snack and pour their own drinks. The childminder gives children the time and space to develop new skills. For example, very young children practise drinking from a cup and feeding themselves by using utensils with increasing skill. When they

are ready, the childminder sensitively supports children to use the toilet independently.

- The childminder ensures that consistent routines are in place to support children's good health. The childminder models good hygiene practice. Children know to wash their hands before eating and after using the toilet or potty. She provides frequent opportunities for children to be physically active indoors and outside. The childminder ensures that children can rest in safety and comfort. Young children learn to recognise when they are tired. They find their comforters and quickly settle themselves to sleep.
- The childminder works well in partnership with parents. She gathers useful information when children first start to enable her to meet children's individual needs. The childminder ensures that she maintains regular communication with parents regarding their children's learning and development and how their learning can be extended at home. This supports children's well-being, learning and development. Furthermore, the childminder communicates with staff at other early years settings that children also attend to promote continuity in children's learning and experiences.
- The childminder is attentive to children's individual needs and provides a calm and relaxed environment. Children are keen to engage with her and to take part in activities. The childminder sits alongside children and joins in with their play. Together, they try on different-sized hats, demonstrating a shared sense of fun as they laugh when find that the hats are either too big or too small.
- The childminder consistently develops children's interest in books and reads regularly to them. She has created dedicated quiet spaces where children can sit and look at books independently. Children are keen to share their favourite stories and talk clearly about the content and the characters. They build links as they share their own experience when they visited the dentist.

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 activities and interactions more effectively to meet the needs of older children to support higher levels of engagement and challenge.

Setting details

Unique reference number	2606010
Local authority	Leicestershire
Inspection number	10282995
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
Total number of places	6
Number of children on roll	8
Date of previous inspection	27 February 2023

Information about this early years setting

The childminder registered in 2020 and lives in Narborough, Leicestershire. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for one week over the Christmas period, bank holidays and family holidays. The childminder holds an appropriate qualification at level 4. She provides funded childcare for two- and three-year-old children.

Information about this inspection

Inspector

Claire Muddimer

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum. The childminder showed the inspector the premises, and they discussed how she ensures they are safe and suitable.
- Children spoke or communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The inspector read parents' written comments and took account of their views.
- 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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