

Childminder report

Inspection date: 26 July 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children follow routines that are embedded by the childminder, helping them to feel happy and secure in her care. For example, when they arrive, children are asked to sit on the bottom step of the stairs to take off their shoes, encouraging them to complete this task on their own. Children show positive relationships with the childminder and their peers. When they arrive, they confidently greet the childminder and wave 'bye' to their parents. When other children arrive, they are greeted with a kiss and cuddle from their friends. Younger children show kindness to their peers, such as when they pass them a pretend ice-lolly. The childminder gives children gentle reminders to use good manners when they receive objects from others. This encourages children to say 'thank you'.

Children are supported with their self-care skills. For example, the childminder provides younger children with finger food to enable them to feed themselves. Older children know where to find a step so they can reach the sink to wash their hands before they eat. This promotes good hand-hygiene routines. Children develop their understanding of maths, such as language to describe size. When they play with different sized objects, the childminder asks them to recognise ones that are big and little. The childminder provides children with opportunities to develop their understanding of technology. When children play with electronic toys that read stories, she explains to children how to turn the sound up and down.

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

- The childminder supports children's communication and language skills well. For example, when children pass her a toy star, she asks them if they know a song about a star and sings with the children, supporting their speaking skills.
- The childminder extends her professional development. For example, she completes training courses to help her understand how to support children's individual learning styles. For example, when she observes children putting toys into equipment to move them around, she provides containers for children to use.
- The childminder observes children and plans activities to support their next steps in learning. For example, she arranges resources on a low-level table to encourage younger children to develop their physical skills. Younger children hold onto the table to pull themselves up to standing and balance when they hold objects. However, during some of these planned activities, the childminder does not encourage younger children to build on other aspects of their learning. For example, her interactions do not fully invite children to explore and investigate how they can use toys.
- The childminder takes children to places of interest in the local community. For example, children go to soft-play centres to develop their confidence to climb

and go down slides. They are taken into woodland to learn about nature and animals.

- The childminder finds out about children's experiences at home and complements these in her care. For example, when children visit a castle and see a pretend dragon with parents, the childminder provides children with books and stories about dragons. However, when children attend another early years settings, the childminder does not share or gather information from staff about all children's learning. This will help her to complement the learning experiences children receive elsewhere.
- The childminder knows how to help children manage their behaviour. For example, she gives children specific praise for their achievements, helping them to understand and repeat their behaviours. For example, when children begin to walk, she says 'good walking'.
- Children have opportunities to plant and grow vegetables in the childminder's garden. They learn about how to care for the plants and pick the produce when it is ready. Children are provided with healthy foods. They eat carrots they picked from the garden for their snack, helping children to understand the process from ground to plate.
- The childminder gathers photos of family members and pets from children's parents. She uses this to make books to share with children during their play. Children are excited to look at photos of themselves and others. This helps them to learn about what makes them unique and to have a sense of belonging in the childminder's home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder helps children to learn how they can keep themselves safe. For example, when she walks with them in the street, she talks to children about road safety and 'stranger danger'. Children practise fire evacuation drills with the childminder, helping them to understand how to evacuate her home safely in the event of a fire. The childminder is always in sight and hearing of children. This includes when children use the toilet upstairs and when they are sleeping. The childminder understands her responsibility to safeguard children. She knows how to identify the signs of abuse and where to report concerns about children's welfare or safety.

What does the setting need to do to improve?

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

- support younger children more effectively during planned activities to help them explore and investigate how they can use toys
- develop partnerships with other early years settings that children also attend, to

help promote more consistency in their learning.

Setting details

Unique reference number	2638190
Local authority	Rutland Council
Inspection number	10295714
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	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Edith Weston, Oakham, Rutland. She operates all year round from 8am until 5pm, Tuesday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate level 7 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 their evaluation of the setting.
- The childminder and inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities 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.
- Feedback from parents was reviewed by the inspector, who 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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