

Childminder report

Inspection date: 10 December 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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Older children show perseverance in their play. For example, the childminder gives children encouragement, such as saying, 'That's it, nearly there, you are working so hard,' when children try to remove clothing from dolls. When children remove the clothing on their own, they say, 'I did it', recognising their own achievements. Children are supported to be emotionally ready for changes in their lives. For instance, when children have new siblings in the home, they are able to create role-play experiences to secure their understanding of what is happening. This includes younger children putting dolls in slings that attach to their bodies to carry them around.

Children are able to follow their interests in play. For example, when children create artwork and put their work in envelopes to post to their parents, the childminder takes children to the postbox. Children are asked to take it in turns, as the childminder lifts them so they can post the envelopes themselves. Babies point and say 'gone' when they see the envelopes disappear, showing their understanding of what is happening. The childminder helps older children to understand when and how the post is collected and delivered to their house. Children have opportunities to brush their teeth when they are in the childminder's care. They receive stickers from the childminder for cleaning their teeth. This contributes to praising their positive behaviour and promoting good oral health.

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

- The childminder observes and assesses children's learning to help her identify what they need to learn next. She provides children with a broad range of experiences to prepare them for the future. For example, she takes children into woodland to learn about nature and how to use natural resources in their play to support their imagination. The childminder takes children to play on larger equipment at parks, to help build on their physical skills.
- The childminder completes training courses to keep her knowledge current of how to support children's learning. Recent training helps her to identify how to develop her interactions with children. For example, she understands that sometimes, it is better to observe children developing their own play. At other times, she knows to join their play to help children build on their learning.
- The childminder helps children to understand how they can keep themselves safe, such as when they are in their homes and the street. For example, she talks to children about road safety when she walks with them in the community. The childminder reminds children to look for cars and to help her identify when it is safe to cross the road. The childminder holds discussions with older children about the importance of keeping their bedrooms tidy. She explains that if there is an emergency in the night, firefighters need space to move around the home

safely.

- Children are supported to build on their communication skills. For example, when younger children ask for help, the childminder reminds them to say, 'help please'. Children copy these words. However, occasionally, when the childminder reads stories to children, she does not manage to focus their attention on the story so they get the most from the learning experience offered. This results in children playing with toys or interacting with other children during these times.
- The childminder gives children time to complete tasks by themselves. This includes asking children to get cups and plates at snack and mealtimes. Children are asked to put on their shoes before going outdoors. The childminder offers younger children help when they struggle. Older children confidently manage this on their own.
- Overall, the childminder manages children's behaviour well. For example, she helps younger children to understand how to take turns to use toys and to find alternative toys to play with while they wait. However, the childminder is not consistent in her approach to support older children to learn how to resolve conflicts themselves.
- The childminder works in partnership with parents to promote their children's learning. She talks to parents about how she intends to support their child's progress. The childminder shares information with parents about how they can promote their children's learning at home, such as to support older children's independence and younger children's behaviour.

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:

- help children to focus their attention during story times
- build on opportunities for older children to learn how to resolve conflicts.

Setting details

Unique reference number	2758764
Local authority	Rutland Council
Inspection number	10349726
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	0 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Oakham, Rutland. She operates all year round from 8am until 5pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for children aged nine months upwards.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- 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, 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.
- Written 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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