

Childminder report

Inspection date: 27 March 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and comfortable in the childminder's home. The childminder and her assistant attend to children's needs and help them to feel safe and secure. They provide experiences to encourage children play together and share resources, which helps them to make strong friendships. For instance, children pretend to run a pizza restaurant. They sensibly negotiate each other's job roles. One child uses a notepad and pencil to take food orders from customers. Another child prepares the pizzas with the chosen toppings and then plates them up ready to serve. Children demonstrate positive attitudes to learning and readily extend their own play.

The childminder and her assistant provide activities to support children's physical development, while encouraging them to use their imagination. For example, children follow the actions of the childminder's assistant as he marches on the spot. He asks the children where they want to go and they choose the beach. They take big steps, pretending to board an aeroplane. The children then stretch out their arms, bend their knees and 'whoosh' around the room until it is time to descend. Once they land on the beach, the children tiptoe while they search for rock pools. They giggle as they walk sideways and pretend to pinch like crabs. These magical interactions help children to move their bodies in different ways, which supports their balance and coordination.

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

- Children behave well. They follow the clear and simple rules the childminder sets to help to provide consistent expectations. The childminder gives children gentle reminders to share and take turns. This helps children to begin to regulate their emotions and behaviours towards their friends.
- The childminder and her assistant work well together and bring different qualities to the care they provide for the children. They keep their knowledge and skills up to date by undertaking relevant training and research. For instance, the childminder recently completed a course on supporting children's communication and language. She uses this new knowledge to adapt her teaching style. For example, the childminder now gives children more time to think about what is being asked of them and gives them more time to respond.
- Children learn good hygiene practices, and these are embedded. For instance, when the childminder asks the children what they need to do before having a snack, the children shout, 'Wash our hands.' They explain that they wash their hands to remove the germs that can make them poorly.
- The childminder and her assistant plan interesting topics to support children's learning. For example, children learn about wild animals and their habitats. The childminder prompts children to think about previous learning. Children remember that lions have a mane that helps to protect their neck. This supports

children to embed knowledge and deepen their understanding. However, the childminder provides the same activity for children of different stages of development. Therefore, children are not always appropriately challenged to suit their ability.

- The childminder and her assistant use routines and activities to help children learn about keeping themselves safe. For instance, on outings, children know how to cross the road safely. The childminder also talks to children and their parents about safe use of the internet.
- The childminder finds out about children's interests and previous experiences before they start at the setting. This helps her to understand what children already know and can do. However, at times, the childminder does not use information effectively. For example, when carrying out assessments, she does not always accurately reflect on children's level of development, to help her to identify appropriate next steps.
- Parents speak highly of the childminder and her assistant. They comment that they are like extended family and genuinely care about the well-being and development of their children. Parents say that they are kept up to date with their children's progress, and information is shared about what children need to learn next. This helps parents to support children's progress further.

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:

- strengthen the implementation of the curriculum to ensure that it provides children with appropriate levels of challenge to support their progress further
- strengthen the use of assessment to help to understand the level of development all children are at, to then provide them with the most appropriate learning experiences.

Setting details

Unique reference number	EY103750
Local authority	Leicestershire
Inspection number	10316771
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 10
Total number of places	6
Number of children on roll	20
Date of previous inspection	11 May 2018

Information about this early years setting

The childminder registered in 2002 and lives in Whetstone, Leicestershire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for the week between Christmas and New Year, bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She works with an assistant.

Information about this inspection

Inspector
Kelly Langley

Inspection activities

- This was the first routine inspection the childminder 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 inspector had a tour of areas of the premises that are used by children.
- The inspector carried out a joint observation and evaluated this with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector read written comments from parents and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector spoke with the childminder and her assistant at appropriate times throughout the inspection.

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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