

Childminder report

Inspection date: 13 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

The childminder helps children feel safe and secure in her care. Children show their contentment as they quickly settle into their routines and make choices about what they want to do. The childminder knows the children well and provides experiences based on their interests and next stages of development. This helps children to have a positive attitude towards learning and to remain engaged during activities.

The childminder promotes children's early mathematical skills well. She uses mathematical language alongside children's play and learning. For example, the childminder asks children to sort, sequence and count coloured figures. She extends the activity by introducing simple number sums. The children learn to add groups of figures together and calculate the total. Once the children confidently complete the task, the childminder offers further challenge by introducing subtraction. This helps children gain early mathematical knowledge in preparation for later learning.

The childminder focuses on building positive relationships with the children and their families. She takes time to find out about the whole family and uses this information to initiate conversations with children. For instance, they discuss their pets and how they help daddy on the farm at weekends. This helps children to feel valued and unique.

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

- The childminder has high expectations for children's behaviour. These expectations are understood by the children. For example, they listen and respond positively to instructions given by the childminder. Children willingly help to tidy away resources and use their manners at appropriate times.
- The childminder plans activities for children based on what they already know and can do. They revisit these activities to embed learning before extending them to offer further challenge. For instance, the childminder recognises that children who are secure in using shape insert puzzles are ready for greater challenge. She provides connecting jigsaws to extend children's problem-solving skills.
- The childminder understands the importance of children having a healthy, balanced diet. She talks to the children about where food comes from and reminds children to drink water throughout the day. However, the childminder does not always develop children's understanding of healthy choices during relevant routines or activities.
- The childminder takes children out and about in the local community. They visit the local farm, shops and parks. The variety of experiences contribute to children's growing awareness of the world around them. Furthermore, the

childminder uses these outings to teach children how to keep themselves safe. For example, children know how to cross the road safely. They understand and practice the rule of 'stop, look and listen' before crossing.

- Overall, the childminder supports children's language development well. She talks to children as they play, building on their vocabulary. She asks questions to check their understanding and to extend learning. However, the childminder does not always give children enough time to process information and respond to questions, to help strengthen their learning further.
- Children develop good levels of independence and self-care skills. The childminder encourages them to put on their coats and shoes, use the toilet independently and wash their hands. These opportunities help children to build their confidence and prepare them for their next transition to school.
- The childminder recognises the value of working closely with parents. She explains that she shares information with parents about children's progress and their next stages of learning. The childminder states she provides them with activity ideas to do at home to support children's learning further. Furthermore, she describes how she links with other settings that the children attend, to help promote continuity of care and learning.
- The childminder ensures that she engages in a range of ongoing professional development opportunities. She deepens her knowledge and skills through linking with other early years professionals and attending training. For instance, the childminder is currently completing a course to help her to support children's literacy skills even 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:

- make the most of daily routines and activities, to prompt discussion with children to support their understanding of healthy lifestyles further
- allow children more time to think through their ideas and responses to questions they are asked, to maximise their learning.

Setting details

Unique reference number	EY218198
Local authority	Leicestershire
Inspection number	10312109
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	3 to 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	20 April 2018

Information about this early years setting

The childminder registered in 2001. She lives in Barlestone, Nuneaton. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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 childminder.
- The inspector had a tour of areas of the premises that are used by children.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to children at appropriate times during 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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