

Childminder report

Inspection date: 4 June 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 show they feel happy, safe and secure in the childminder's home. They enter her home, smiling and showing their confidence. They know where to go and put their belongings away, assisted by the childminder.

The childminder builds positive relationships with families and children. She gathers information from parents. This helps her to plan appropriate activities that help children to develop their skills. Children choose from the activities the childminder has set up for them. They learn how to take turns and share when they play a game with their friends. The childminder explains to the children how to wait for their turn. Children follow these instructions well and watch as their friends roll a dice and correctly identify the shape they need for their board. When children play imaginatively, the childminder comments and asks appropriate questions. This extends children's thinking and helps them to engage for long periods of time.

The childminder has clear routines and boundaries in place. Children have the confidence to tell a friend when they do not like something. For example, they ask their friends to stop when they try to take away toys they are playing with. Children learn to keep themselves safe, for example, as the childminder reminds them to wait in the home while she answers the door as it could be a stranger.

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

- The childminder understands child development. She uses this knowledge, alongside her observations of children's interests and development, to tailor the learning activities she offers. She plans experiences outside of her home to extend children's learning further. For example, the childminder visits music groups with the children to support them to learn about musical instruments and how to move their bodies in different ways.
- The childminder introduces children to new information to extend their knowledge through her interactions. Children show their keen interest as the childminder talks about how to test if toys glow in the dark. The childminder then enthusiastically shows children how to test to see if the toys glow. She cups her hands together and holds her hands up for the children to see. Children get excited to find glow in the dark pieces, they copy the childminder and work as a team to test each toy.
- Children are supported to develop physically by the childminder. She sets up areas with equipment, where they can jump on a trampoline and climb on play equipment, to support children's bigger muscle development. The childminder provides materials to develop children's fine motor skills. Children show their confidence to make marks, as the childminder praises them. For example, when the childminder and children pretend to be in a school, the childminder asks if

they can write their names. Children say, 'That's easy,' and begin to write.

- Generally, the childminder supports children's language development. She talks to them frequently, copies words they use, asks appropriate questions to promote conversations and sings to children. However, for older children, the childminder does not articulate pure sounds consistently. Therefore, children do not use the correct sounds when they look at letters and try to make the sounds that they represent.
- Children have a good relationship with the childminder. This means children feel safe to confidently talk about what they enjoy doing. They say they enjoy going on the trampoline, playing 'pretend' in the kitchen and building with blocks. All of these activities are available for the children to access.
- The childminder understands her responsibility to keep children and families safe. She is clear on processes to follow, in order to support families, should any referrals need to be made to other professionals or services. The childminder identifies risks and makes changes to the environment to maintain children's safety.
- The childminder communicates with parents daily. She tells them about their child's day, what they have played with and how they have behaved. Parents comment on their children's happiness and the fun they have as they experience the educational activities the childminder provides. However, the childminder does not yet fully support parents to understand how they can support their children to work towards their next steps for learning while at home.

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:

- develop interactions further to extend older children's communication, especially in their phonological awareness
- develop ways to share children's next steps with families to support children's ongoing learning at home.

Setting details

Unique reference number	EY221990
Local authority	Leicestershire
Inspection number	10335352
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	2 to 11
Total number of places	6
Number of children on roll	18
Date of previous inspection	13 June 2018

Information about this early years setting

The childminder registered in 2001 and lives in Birstall, Leicestershire. She operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a relevant qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Alice Anders

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 childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and the children.
- The inspector carried out a joint observation with the childminder.
- Parents shared their views of the setting with the inspector.
- 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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