

Childminder report

Inspection date: 11 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's self-esteem is prioritised at this warm and welcoming setting. The childminder has good systems in place to support new children to settle in. As a result they quickly become happy and comfortable in their surroundings and they have close and affectionate bonds with the childminder. She speaks to them with kindness and is fully focused on their needs. She enthusiastically celebrates their achievements, cheering when they master their next steps.

Children have their choices respected. They choose what they want to do and the childminder uses these interests to support their learning and development. Children are given reminders to share toys and young children are starting to learn to play cooperatively with their friends. Children are supervised closely at all times and the childminder provides a safe space for them to play and move freely.

Children make good progress. The childminder makes the most of her interactions with them. When a young child touches the childminder's nose she reacts by gently touching and clearly naming their nose, eyes, ears, mouth and hair. The child watches her closely and copies the actions, touching them herself. The childminder repeats the names to help the child identify what they are.

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

- The childminder knows the children well. She knows what developmental stage they are at and has a clear understanding of the things she wants them to learn next and why. She assesses the level of challenge needed for each child accurately, and ensures she plans activities that provide this. She stretches children's learning, but manages this in a fun and relaxed way. This approach maintains children's interest, builds successfully on what they already know, and supports effective learning of next steps.
- The childminder understands the importance of working together with other settings that children attend to ensure all their needs are met effectively. She makes every effort to build relationships with those other settings and shares information appropriately.
- The childminder uses language well. She speaks clearly and repeats words after children to support clarity in their developing speech. She narrates what children do and there is lots of conversation.
- Children behave well. The childminder uses lots of praise and positive reinforcement to promote good behaviour and her enthusiasm encourages children to persevere in what they are doing.
- Children start to learn to put names to how they feel when the childminder talks to them about whether they are feeling happy or sad.
- Children begin to learn about good hygiene. They wash their hands before

eating. The childminder talks about what they are doing and why and encourages their independent efforts. They learn how to put their own soap on and dry their own hands.

- Parents comment very positively on the care the childminder provides. They say it is a 'lovely setting' and that their children are happy to see the childminder. They say that their children are meeting and exceeding developmental milestones, and that there are a variety of activities for children to engage in, which they enjoy. They comment on her kindness and good communication. Older children comment that the childminder is, 'the best in the world,' and that she, 'cares for each and every one of us.' They say they love being at the childminder's and that she, 'makes everything fun.'
- The childminder operates a very well organised setting. She ensures that her knowledge and understanding of what she needs to do to provide the best experiences for children is up to date by engaging with childcare organisations and groups.
- The childminder has a very good understanding of what children need to know and be able to do before they start at school. She understands this is not just about practical tasks, but also about their confidence and ability to build relationships with others. As a result children are well prepared for the next stage of their learning.
- Very occasionally the childminder focuses too much on an activity with one child and as a result other children are not fully included for short periods of time.

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:

- provide all children with good quality interactions during their play.

Setting details

Unique reference number	EY243877
Local authority	Leicestershire
Inspection number	10311781
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 9
Total number of places	8
Number of children on roll	0
Date of previous inspection	10 April 2018

Information about this early years setting

The childminder registered in 2002 and lives in Shepshed, Loughborough. She operates all year round from 7am until 6pm Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Ruth Howard

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector observed the interactions between the childminder and children.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector has taken that into account in their evaluation of the provider.

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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