

Childminder report

Inspection date: 20 August 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children come happily into the welcoming, child-friendly setting and greet their friends. They develop their independence as they excitedly register themselves by putting their photograph 'in the house', with the childminder's support. The childminder takes the time to get to know children and their families really well. This ensures that even children who are new to the setting are confident in the environment and develop a close relationship with the childminder. Children develop their communication and language skills as they engage in conversations with the childminder. The childminder plans and provides interesting activities that engage children well. As a result, children are very keen to get involved and concentrate well for extended periods of time. The childminder consistently uses all her interactions with children to expand their learning and development across all areas. Children make good progress from the start and learn to behave well with guidance from the childminder.

Children develop a love of books and enjoy sharing stories with the childminder. They choose their favourites and run to sit on the childminder's knee to read the story. They recall previous learning as they look at the pictures and name familiar characters in 'Daddy Pig's Fun Run'. The childminder skilfully maintains children's interest. They talk animatedly about the familiar story and ask lots of questions. They point out that Daddy Pig is running after the bus and is huffing. The childminder builds on the children's understanding as she explains this is because he is out of breath as he is not used to running.

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

- The childminder quickly gains an accurate understanding of each child's stage of development. She plans what she needs to do next to support them to move forward in their learning. She works closely with families and with other settings children attend to help close any gaps in children's learning. The childminder ensures she is working with others to help children make the best possible progress.
- Children learn to behave well and play cooperatively with their friends. The childminder guides them to share toys and take turns when required. She reminds children to use their manners. She asks them, 'What is the magic word?' if they forget to say please or thank you. Children respond well to this. The childminder encourages children to play a part in taking care of their environment. She asks the children if they would mind helping her tidy up before snack time, and even the youngest children enthusiastically join in to help put things away.
- The well-qualified childminder has a professional approach to her role. She continually updates her knowledge to ensure she can meet a wide range of

children's needs effectively. She evaluates her practice and takes prompt action to address areas for improvement.

- The childminder helps children to start to learn about what keeps them healthy. Children enjoy eating strawberries, and the childminder talks to them about their favourite healthy fruit. Children remember that cheese is good for their bones, and the childminder widens their knowledge by telling them how cheese is made from milk.
- The childminder supports children's language development well. There is lots of conversation in the setting that all children are keen to engage in. They have fun joining in with familiar songs like 'The Wheels on the Bus'. They make the actions to the songs and drive their toy buses with people in them. The childminder speaks and sings clearly to enhance children's vocabulary and help them to learn how to pronounce words correctly. She praises them for their concentration as they try hard to copy her.
- Parents comment that their children settled quickly into the childminder's care and have formed close bonds with her. They say that the childminder works closely with them to provide support and to meet children's needs and that she communicates with them effectively.
- The childminder uses children's interests and choices to provide learning experiences that meet children's needs. However, she does not always give children enough time to think and work things out independently. For example, she asks a child to stack circles on a stacking toy. She then does this herself without providing the time for the child to think and work out how to do this without help.

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:

- further improve practice to ensure that children consistently have time and space to work things out independently.

Setting details

Unique reference number	EY257352
Local authority	Leicestershire
Inspection number	10341963
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	19
Date of previous inspection	13 March 2024

Information about this early years setting

The childminder lives in Barrow upon Soar, Leicestershire. She registered in 2003. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 6. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Ruth Howard

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the childminder with the inspector.
- Children spoke to the inspector during the inspection.
- 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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