

Childminder report

Inspection date: 25 September 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 offers an environment that is filled with warmth and nurturing. Therefore, children feel welcome, safe and secure within her home. The childminder knows the children she cares for well, and the bond between the children and her is evident. Children are offered and happily receive hugs and snuggles when they feel worried or upset. The childminder has high expectations of children and provides a well-planned, sequenced curriculum that supports children to progress swiftly. The childminder manages behaviour well. She is calm and patient and supports children to be courteous and respectful. Therefore, children learn to behave well.

Children eagerly play alongside the childminder, exploring a vast amount of activities that focus on their current interests. For example, children who are awaiting a new sibling, explore the 'doctors' role play with excitement. They offer the willing childminder an injection to 'make her feel better'. Children have plenty of opportunities to develop their physical skills outdoors. For instance, they climb across logs in the garden, negotiating space and balancing confidently. The childminder supervises them closely, reminding them to be careful of wobbly logs while supporting them to take controlled risks. This helps children to develop their large-muscle skills and enhances their self-esteem.

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

- The childminder offers children a wide variety of experiences both inside and outside of her home. Children access local playgroups alongside other children and visit groups at the local residential home. This supports children to develop a wider understanding of the world around them, and helps them to develop confidence in new social interactions.
- The childminder encourages children to be independent and to develop their self-care skills. For example, children readily access their wellington boots before going outside. They reposition them to find the 'right feet' before putting them on independently. Children are supported to pour their own drinks, and when a small spillage occurs, they confidently wipe it up with the support of the childminder.
- Overall, children behave well and are calmly supported by the childminder to negotiate and share between themselves. However, on occasions, the childminder does not always strengthen children's understanding in relation to their own and others' emotions and feelings.
- Children develop their communication skills well. The childminder introduces new vocabulary through discussions. For example, children learn that 'celebration' relates to events other than just birthdays. Children quickly use the word when describing Halloween and discuss 'celebrating' by dressing up as pumpkins and

witches.

- The childminder develops strong relationships with parents. Parents speak highly of the care that their children receive. They comment on how happy and settled their children are and say the childminder offers great support to further develop their children's learning at home. Parents are delighted with the nurturing relationships that have developed, and they state that the childminder is part of offering their children the best possible childhood.
- The childminder introduces mathematical concepts through play. For example, during a play dough activity, the childminder weaves in the learning of counting and numbers effectively. As children pretend to make play dough 'birthday cakes', they use small sticks for candles. They are encouraged to count the candles on each cake and notice which one has 'more' or 'less'. This encourages children's critical thinking.
- The childminder values the importance of continuous professional development. She attends regular training and accesses webinars online. This helps improve the childminder's practice and further enhance the quality of her teaching.
- The childminder encourages children to practise and build new skills. Children learn that it is important to persevere with tasks and keep trying to overcome difficulty. For example, children display high levels of self-esteem as they learn to open 'tricky' hair clips with limited support and finish a new hairstyle using hairdressing dolls.
- Children are encouraged to be curious about the world around them. The childminder suggests looking under logs to find other living creatures after noticing a ladybird. The children become highly engaged as they search for spiders and worms. The childminder talks to the children about different habitats and offers a narrative alongside the children's play. This supports children's language development and deepens their curiosity 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:

- help children to understand their own and others' emotions and learn to manage their feelings.

Setting details

Unique reference number	EY265631
Local authority	Leicester
Inspection number	10355401
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	28 November 2018

Information about this early years setting

The childminder registered in 2003 and lives in Leicester. She operates all year round, from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded care and early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Emma Serdet

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 observed the implementation of the curriculum during activities both indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector took account of parents' views, reading the written feedback that was provided.
- The inspector held discussions with the childminder and spoke to children at appropriate times during the inspection.
- A sample of the childminder's documents were reviewed by the inspector.

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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