

Childminder report

Inspection date: 10 February 2025

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 that they are happy and settled in the childminder's care. The childminder greets parents and children warmly when they arrive at the setting. Children wave their parents goodbye and quickly find their friends and engage in the activities on offer. Children are confident to make choices about what they want to play with and know where their favourite toys are stored. The childminder encourages children to take some responsibility. She encourages children to work together to help tidy away the toys that they have been playing with before getting new ones out.

Children's language and communication development are supported well. As children play, the childminder describes what children are doing and models new words and vocabulary. She asks children questions to encourage them to talk about what they are doing. When children mispronounce words, the childminder sensitively corrects them by repeating the word back to them correctly. Children are developing early literacy skills. They show a love for stories and rhymes. Children listen intently as stories are read to them. The childminder encourages children to talk about what they can see in the picture. Children offer ideas and suggest what is going to happen next.

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

- The childminder has a clear overview of each child's development. She uses her observations and assessments to identify children's learning needs and support them to make progress towards being school ready. However, the childminder does not think about what she wants children to learn from the activities they take part in, this means that she does not plan well enough to ensure that children can build on what they know and can do in all areas of learning.
- The childminder is responsive to children's needs, she is quick to give children a cuddle or reassurance when needed. However, she does not explain to children why certain behaviours are unwanted. When children take toys from each other, the childminder tells them 'no thank you' or 'stop' rather than explaining to the children the consequences of their behaviour. This means that children do not always understand what is expected of them and how to behave.
- The childminder supports children to develop their independence and self-care skills. Children are encouraged to wash their hands before eating and to wipe their noses. The childminder explains that they need to do this so they do not spread germs and become poorly. Children are learning to stay safe. When using the stairs, the childminders ensures that children hold onto the banister. She reminds them to carefully walk up and down the steps, encouraging them to take their time so they do not fall.
- Overall, the childminder promotes children's healthy lifestyles well. She offers

nutritious, freshly prepared snacks and meals. The childminder ensures that children's individual dietary needs are met. She helps children recognise and name different fruit and vegetables, she encourages conversations about why the different fruit and vegetables are good for them. However, the childminder keeps children inside if the weather is not nice. This limits the opportunities for children to benefit from fresh air and take part in physical exercise.

- The childminder builds positive relationships with parents from the start. The childminder gathers detailed information from parents about children's routines, development and interest to help children settle into her care. She informs parents about what their children have been doing while in her care and what skills she is helping them develop. The childminder gives parents ideas about what they can do at home to further support their child's development. Parents report they are happy with the progress their children are making.
- The childminder reflects on the service she offers. She seeks feedback from parents to ensure that they are happy with the service that she provides. The childminder accesses a range of training to help build on her professional development knowledge and skills. This helps her stay up to date with early years and safeguarding requirements and legislation.

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:

- implement the curriculum more effectively to provide more opportunities for children to build on what they know and can do
- help children understand why some behaviours are unwanted
- increase opportunities for all children to have fresh air and physical exercise.

Setting details

Unique reference number	EY269519
Local authority	Leicestershire
Inspection number	10388985
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 7
Total number of places	12
Number of children on roll	11
Date of previous inspection	6 August 2019

Information about this early years setting

The childminder registered in 2003 and lives in Blaby, Leicester. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant, who holds a relevant qualification at level 3. The childminder provides government funded childcare places for children aged nine months to four years.

Information about this inspection

Inspector

Teresa Lester

Inspection activities

- The childminder talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector talked to the assistant at appropriate times during the inspection and took account of their views.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with documentation to demonstrate her suitability.

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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