

Childminder report

Inspection date: 21 January 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 are settled and happy to play with friends at the childminder's home. They demonstrate they feel at ease with the childminder as they invite her to join in their games. Children are kind to each other and share resources well. The childminder teaches them how to take turns when they want to play with the same toy motorbike. Children learn to take pride in their environment as they help to tidy up resources without being asked by the childminder. Children learn to keep themselves safe as the childminder explains why it is important to remove tripping hazards, such as scooters, before riding bicycles in the garden.

Children develop their small-muscle skills. The childminder teaches them to scoop and pour as they use cups to explore rice. Older children learn to use tweezers to pick up small objects. Children enjoy peeling stickers and using them to decorate pictures. The childminder supports children to use their critical thinking skills. She encourages them to twist and turn baskets to assemble a set of weighing scales. Children benefit from a range of outdoor activities in the childminder's garden, as well as visiting local parks. They practise their large-muscle skills, as they carry watering cans without spilling the water.

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

- The childminder has a well-established curriculum which is broad and age-appropriate. She focuses on children becoming independent and confident before they start school. The childminder supports children's independence skills well. She teaches them how to wash their hands using soap and gives them plenty of time to try and do this for themselves. At snack time, children show their increasing confidence and independence as they tell the childminder they do not need her help as they peel their oranges by themselves. The childminder encourages children to put on their coats and shoes and teaches them how to do up zips.
- The childminder generally supports children's communication and language development well. For example, she narrates children's play and introduces new vocabulary. The childminder teaches children new words, such as slimy and slippery, to help them describe a sensory activity in the garden. However, she does not always carefully consider the questions she asks children. The childminder often asks children questions that only need a yes or no reply or uses gestures to point at things, rather than asking questions to encourage children to think. For example, the childminder points at different fruits she offers for their snacks rather than asking children to say which fruit they would like to eat.
- The childminder supports children to develop a love of books and stories. She provides a range of books which children access independently. The childminder

excitedly reads stories, which keeps children engaged. For example, she mimics the noise of different animals, which makes children laugh. The childminder pauses frequently to check the children's understanding and asks them to point out different animals they can see on each page.

- Overall, the childminder plans activities that engage children and support their learning. However, continual background noises, such as the radio or a talking story player, sometimes distract children from their activities or their ability to listen and respond. This impacts their ability to develop strong communication and concentration skills.
- The childminder supports children's early mathematical development. She encourages them to count how many eyes and ears they have as she teaches the names of different body parts. Children demonstrate their understanding as they confidently tell the childminder they only have one nose. The childminder introduces concepts such as short and long and supports children to identify if their hair is shorter or longer than their friends.
- Parents are happy with the care provided by the childminder. They say she communicates frequently and works closely with them to provide guidance and advice to support their child's learning at home. This contributes to children making further progress in their learning and development.

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:

- improve questioning techniques so that children have more opportunities to think and respond
- reduce background noise to minimise distractions and further support children's concentration, communication and listening skills.

Setting details

Unique reference number	EY288798
Local authority	Leicester
Inspection number	10367619
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	15 February 2019

Information about this early years setting

The childminder registered in 2004 and lives in Leicester. She operates all year round from 7am to 6pm, Monday to Friday. She provides funded early education for two-, three-, and four-year-old children.

Information about this inspection

Inspector

Rachel Barsby-Robinson

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- 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.

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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