

Childminder report

Inspection date: 19 November 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 are happy and settled in this childminder's home. They show they feel comfortable as they choose from the activities the childminder provides and invite the childminder to play with them. Children learn to behave well. The childminder is consistent with her expectations for their behaviour and reminds children why it is important to sit down when eating. Children receive lots of positive praise from the childminder when they do things for themselves, such as drinking from a cup for the first time. Children learn to be proud of their achievements and are encouraged to give themselves a clap. Children learn to celebrate and appreciate diversity and multiculturalism. The childminder gathers information from families about the cultural festivities they celebrate at home, such as Diwali and Eid. She shares these with all children.

All children make good progress from their starting points. Children learn to keep themselves safe as the childminder teaches them how to go up and down steps. Younger children are beginning to understand the importance of safety belts as they ask the childminder to fasten the straps on the doll's pushchair. Children begin to understand the concept of fast and slow as they play with toy fire engines and other vehicles. The childminder provides activities children enjoy, such as emptying and filling containers.

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

- The childminder has a clear curriculum and focuses on children becoming ready to start school. She understands the skills children need to move on to their next stage of learning. The childminder wants children to become confident, independent and have strong communication skills. She prioritises children being kind to each other, learning to respect their friends and having good manners.
- Children learn to become independent. The childminder is patient and gives children plenty of time to do things themselves. At mealtimes, young children learn to use cutlery to feed themselves. The childminder is an excellent role model and demonstrates how to use a fork when children need help. Children take responsibility for their environment and help the childminder to tidy away their toys.
- Children develop their physical skills. The childminder teaches children how to build towers with plastic bricks. Children learn to stack cups on top of each other. This helps children strengthen the small muscles in their hands and practise their hand-eye coordination.
- Children who speak English as an additional language make excellent progress from their starting points. The childminder uses simple and clear vocabulary and ensures she does not use any shortened words or 'baby language'. She uses gestures and actions to support children's understanding. The childminder

introduces new words as children play. For example, children learn the words open and close as they enjoy putting lids on containers. They learn the names of different fruits as they eat their snack. The childminder engages in conversations with children and continually narrates their play. However, the childminder often asks questions in quick succession and doesn't allow enough time for children to think and respond.

- The childminder takes children on regular outings to local toddler groups with other local childminders. Children benefit from the opportunity to socialise with a wide range of children, which helps them to develop their social skills. The childminder explains that attending these groups also helps children to practise turn-taking and sharing with other children.
- The childminder has an effective two-way flow of information with parents. She gathers developmental information when children first start attending her setting. This helps her to plan effectively to build on what children already know and can do. The childminder regularly shares information with parents about activities that their children have enjoyed and the progress that they have made.
- The childminder accesses regular training sessions to keep her knowledge and skills up to date. She seeks training to close gaps in her knowledge and further support children who attend her setting. For example, she recently attended training to support children's pronunciation, focusing on children who speak English as an additional language.

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:

- give children more time to think and process information when asking questions to further support their communication skills.

Setting details

Unique reference number	EY291872
Local authority	Leicestershire
Inspection number	10359851
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	7
Date of previous inspection	17 December 2018

Information about this early years setting

The childminder registered in 2004 and lives in Glenfield, Leicester. She operates all year round, from 7.15am until 5.30pm. The childminder holds an early years qualification at level 3. She is registered to work with an assistant. The childminder is registered to provide funded early years 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 it is 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 childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and the children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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