

Childminder report

Inspection date: 8 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 learn about road safety when they go with the childminder for walks in the community. They learn that zebra crossings are a good place to cross but are reminded to keep checking that cars are not close. Children are supported to develop their hand-eye coordination when they build towers using toy bricks. The childminder explains that they need to build a solid base to stop the tower from falling over, helping to build on children's knowledge of how to construct towers. Children stand next to the sturdy tower they have built and say, 'It is getting taller like me.' Children are encouraged to complete tasks by themselves. For example, the childminder offers minimal support when children take off their jumpers.

Children are keen to look at books with the childminder. They are asked to take turns with the childminder to turn the pages in books. Children sit and listen well when they hear stories. Children are supported to solve problems in their play. When they try to complete puzzles, the childminder offers suggestions, such as turning the puzzle pieces around when children say that they will not fit. Older children begin to understand how electronic toys work. They tell the childminder that it does not have any batteries, so the childminder helps children learn how to press buttons to turn the equipment on.

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

- The childminder takes children to toddler groups to help develop their social skills. Children make friends and develop their confidence in larger settings where there are more children.
- The childminder follows a daily routine, helping children to understand what is happening next. This helps children to settle well and behave positively. Children help the childminder to tidy away toys when they have finished playing with them. They receive praise from the childminder when they do this, contributing to raising their self-esteem and confidence.
- The childminder encourages children to expand their diet, offering them different healthy foods to try, such as plums. Children are supported to use knives safely to cut up their fruit. When children eat the fruit, they tell the childminder that it is 'sweet'.
- When children also attend another early years setting, the childminder shares information with staff about children's achievements. She gathers information from staff about children's experiences and uses this information to help support consistency in children's learning.
- The childminder gives parents information and resources to support their children to clean their teeth at home. Children are supported to understand how sweet foods are not always good for their teeth. They sing songs with the childminder about how to clean their teeth. This helps to promote children's

understanding of oral health.

- The childminder helps children to revisit previous learning to encourage them to remember what they have learned. For example, when children begin to learn different shapes and struggle to recognise a triangle, the childminder revisits this with other toys and resources. This helps to secure children's knowledge of different shapes.
- The childminder talks to children when she plays alongside them, providing language to support their learning. However, sometimes, she asks children questions in quick succession and does not give them time to think and respond.
- The childminder attends webinars to help build on her professional development. Recent information gathered from these events helps to build her confidence to provide a curriculum that supports children's development. For example, when children need to develop their understanding of numbers, she asks them to represent numbers they see by holding up the same amount of fingers on their hands.
- The childminder shares information with parents about their children's day. This includes holding discussions and sending them photos of activities children take part in. Parents say that they appreciate the information they receive from the childminder about their children's day. They comment that their children are safe, have fun and learn new skills.

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:

- support children to think and respond to questions.

Setting details

Unique reference number	EY308453
Local authority	Leicestershire
Inspection number	10359865
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	6 December 2018

Information about this early years setting

The childminder registered in 2005 and lives in Sileby, Loughborough. She operates all year round from 8am until 5pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for children aged from nine months up to four years.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- The childminder and inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She reviewed a sample of documentation.
- Written feedback from parents was reviewed by the inspector, who took account of their views.

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

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Textphone: 0161 618 8524
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