

Childminder report

Inspection date: 12 March 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 welcomes children into her nurturing and home-from-home environment. She helps the children to settle quickly. Children demonstrate their strong attachment to the childminder as they go to her for reassurance and cuddles. They show that they feel safe and secure.

The childminder has high expectations for the children in her care. She gently reminds them to use their manners and to say 'please' and 'thank you' when she offers them their favourite toys. The childminder encourages the children's learning while they play. She helps them to build self-esteem and confidence as she praises their efforts. The childminder helps children to develop their imagination as they 'drive', using pretend steering wheels. She encourages children to think about where they could go on their journeys and skilfully helps them to recall a recent trip to the farm.

The childminder provides crayons and books for children to make marks. Children enjoy building their early writing skills as the childminder talks to them about their marks and helps them to understand that marks can convey meanings. The childminder helps children to build their small-muscle skills. For example, she provides compost and scoops for children to use. Children excitedly scoop up the compost before carefully tipping it into flowerpots in preparation for planting sunflower seeds.

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

- The childminder knows the children and their families well. She visits children in their own homes before they start. This helps children build a relationship with her and allows the childminder to find out about their home routines, likes and dislikes. The childminder uses this information to help her to understand children's starting points and plan effectively for their next steps in development.
- The childminder is a good role model for the children in her care. She ensures that children understand the importance of sharing, as she makes sure that the toys and resources are shared equally. As a result, children are respectful and kind to one another. They show affection for their friends as they hug them and understand the importance of sharing.
- Overall, the childminder supports children's emerging communication skills. She models children's language, repeats words back to them and asks them to recall past events so that she can ascertain how their communication is progressing. However, at times, the childminder asks multiple questions in quick succession and sometimes answers these questions for the children. This means that children do not always have time to process their thoughts, which limits their thinking and answering skills.

- The childminder provides a well-designed curriculum that builds on what children know and can do. Children progress well as they learn through play. However, the childminder has not considered how to embed children's interest in mathematics. For example, when children show an interest in numbers, the childminder does not give them time to count. This means that children's emerging mathematical skills are not supported as effectively.
- Parents speak highly of the childminder's 'nurturing and caring' provision. They receive regular updates about their children's progress and comment that they have 'struck gold' with the childminder. The childminder encourages children to learn at home with their parents. For example, children who were unable to attend during the COVID-19 pandemic were provided with toys and resources from her home. This helps to strengthen the links between learning at home and in the childminder's setting.
- The childminder is reflective and passionate about her role. She shares ideas and good practice with other local childminders. The knowledge and ideas gained from this help her to enhance her provision and create additional stimulating and educational activities for the children in her care.
- The childminder provides children with healthy snacks and encourages parents to provide packed lunches that are nutritious. She ensures that children understand the importance of good hygiene. For example, when children have been handling compost, they understand that they need to thoroughly wash their hands. This builds children's independence and their understanding of how to keep themselves healthy.

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 time to process their thoughts and answer questions so that they can express their ideas and build thinking skills
- support children to build their understanding of mathematical concepts during spontaneous play.

Setting details

Unique reference number	EY309301
Local authority	Leicestershire
Inspection number	10316749
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	3 May 2018

Information about this early years setting

The childminder registered in 2005 and lives in Shepshed, Loughborough. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Stephanie North

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 setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about how she organises her early years setting, including the aims and rationale for her curriculum.
- The children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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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