

Childminder report

Inspection date: 5 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

Children feel at ease and settle quickly with the childminder. The childminder and her assistant closely supervise children and join in their activities. This helps children to focus their attention and gain the most from the learning opportunities on offer. For example, children enjoy looking at books with adults and concentrate for extended periods as adults read the words aloud and draw children's attention to what is happening in the pictures. This encourages children to use language to describe what they can see. Children's efforts are praised, and this helps to develop positive self-esteem and confidence.

Children behave well and demonstrate that they are eager to learn and explore. The childminder supports children to share and take turns with resources. She uses gentle reminders to reinforce her expectations. For example, she reminds children to use 'kind hands' when they play together and sensitively explains why some actions may hurt or upset others. Children display good levels of independence as they select toys and equipment for themselves. Children delight in engaging in small-world play. They learn how to move and position the figures. When children encounter difficulties or become frustrated, the childminder is close at hand to provide assistance and reassurance.

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

- The childminder knows children well and adapts her daily routines around their individual needs. For instance, when children become unsettled she provides them with different activities to engage their interest, such as going outside in the garden to play. Children settle quickly as their attention is drawn to water play. They enjoy feeling the water on their hands and show fascination as they watch objects drop into the water.
- The childminder provides children with a rich variety of experiences outside the home. Children enjoy regularly walks around the local area, and the childminder uses these times as an opportunity to observe and discuss the world around them. Children are keen to look at street signs and talk about what they can see and hear.
- The childminder is committed to her own professional development. She is keen to continually develop and enhance her skills and practice through further training. In addition, she ensures that her assistant attends appropriate training so that they have the required knowledge to protect children and keep them safe. This helps to ensure that children receive good-quality care and that their development and well-being are given high priority.
- Parents speak highly of the childminder. They value the variety of experiences that she offers, particularly the amount of time she spends outside with children. Parents feel reassured that children are cared for in a loving and secure home.

The childminder keeps parents informed about their children's progress and development. She provides regular updates and discusses next steps in their learning. This helps parents to understand how they can support their child at home.

- The childminder understands the importance of supporting children's language and communication skills. She talks continually to children and provides a narrative as they play, skilfully introducing new words and clearly repeating key words, so they can listen and repeat. Mealtimes provide an ideal opportunity for children to develop both their communication and social skills. They enjoy sitting together at the table, learning to use words such as 'more' and 'drink' to express their own needs.
- The childminder promotes children's self-help skills effectively. This helps children to develop confidence and learn how to do things independently. For example, children use individual flannels to wash their hands and face before and after eating. Older children are encouraged to find their own belongings and have a go at putting on outdoor clothing. Babies have a wide selection of inviting play equipment, but at times when older children are busily playing, they cannot always easily see or reach the different choices available to them.
- The childminder supports children's physical well-being very well. She provides healthy snacks and home-cooked meals. Children regularly access their beakers to have a drink of water. Children benefit from daily opportunities to engage in physical activity outside. This promotes children's good health.

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:

- develop further the organisation of play resources for babies to enable them to have easy access and make independent choices throughout the day.

Setting details

Unique reference number	EY311222
Local authority	Leicestershire
Inspection number	10311888
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 11
Total number of places	12
Number of children on roll	29
Date of previous inspection	13 April 2018

Information about this early years setting

The childminder registered in 2005 and lives in Sileby, Loughborough. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant and holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Scheel

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 talked to the inspector about how she plans her early years foundation stage curriculum.
- The childminder showed the inspector the areas of her home used for childminding and explained her intentions for children's learning.
- The inspector observed the childminder's interactions with the children and assessed the impact on children's development.
- Parents shared their views of the childminder's service with the inspector.
- 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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