

Childminder report

Inspection date: 13 March 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

The childminder prioritises children's well-being. She gets to know the children well and ensures they are happy and comfortable in her care. Her kind and nurturing approach ensures children's needs are understood and met. When babies return to the childminder's home after some time away, she responds to their emotional cues by offering extra support and closeness. For example, when babies become upset, they reach out for cuddles and benefit from the childminder's reassurance. This supports children's emotional well-being and demonstrates that they feel safe and secure.

Children benefit from a curriculum that supports their communication and language development. Warm and responsive interactions with babies mean that younger children learn that their attempts to communicate will be responded to. Older children benefit from the childminder's repetition of language and introduction of words to develop their vocabulary. As children say new words, the childminder celebrates their efforts. This supports children's confidence in communication and helps them develop their language and pronunciation skills.

The childminder supports children in being kind to each other and teaches them how to behave. Older children care for younger children by passing them their special items. The childminder praises them and tells them they are making their friends happy. This helps children build relationships with each other and be cooperative. The children in the setting are comfortable with each other and enjoy each other's company.

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

- The childminder supports children in learning about healthy lifestyles. For example, she teaches children to wash their hands before eating and after toileting to keep them 'clean and free from germs'. In addition, children learn the importance of brushing their teeth twice a day and are encouraged to be physically active during daily visits to green spaces. This supports children's physical development and helps them to develop healthy habits for their future.
- Overall, the childminder helps children to be independent. Older children in particular benefit from being able to support the childminder to set up for lunchtimes. However, at times, during activities and the daily routine, the childminder can be quick to step in and do things for the younger children instead of encouraging them to do things for themselves. This limits younger children's opportunities to develop their independence.
- Children benefit from regular outings with the childminder, during which they learn about road safety. The childminder speaks to the children about what the different signs and colours they see mean and how they need to respond. The

children confidently explain that they need to stop when they see the red light and can go when the light is green. This helps children to understand potential hazards.

- Relationships between parents and the childminder are a real strength. The childminder takes the time to invite parents into her home and welcomes the opportunity to chat about the children's day. She supports parents by providing them with information about their children's development and shares what she is doing in the setting to support learning. Parents comment on how they appreciate the updates from the childminder about key milestones and the activities the children have enjoyed.
- The childminder ensures her training is current and actively seeks opportunities to extend her knowledge. For example, she has recently attended training to enhance her understanding of brain development for younger children. This supports her ongoing development and helps her to provide the support children need to make progress in their learning.
- The childminder provides children with a range of planned activities. She understands what she wants children to learn next. However, during some activities, the childminder does not provide the interactions or explanations that children need to enable them to develop a deeper understanding of what is being taught. This means that children do not make as much progress as they could towards their next steps.

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:

- help younger children to develop their independence by allowing them to do things for themselves
- strengthen interactions with children to extend their knowledge and understanding of the subjects being taught.

Setting details

Unique reference number	EY311225
Local authority	Leicester
Inspection number	10376121
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	4
Date of previous inspection	17 May 2019

Information about this early years setting

The childminder registered in 2005 and lives in Leicester. She operates during term time only from 7.30am to 6pm, Monday to Friday. The childminder 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

Samantha Butterwick

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector carried out an evaluation of an activity together.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- Parents shared their views of the setting 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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