

Childminder report

Inspection date: 17 March 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Outstanding
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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 enjoy the time they spend with the childminder, who provides a warm and nurturing environment. Children are confident to try new activities and develop new skills. The children play happily together. They take it in turns to build a tower of bricks, measuring to see if it is as tall as they are. As it falls over, they all laugh together before rebuilding it. The children show high levels of respect. They talk politely to each other and use manners. Children listen as the childminder and their friends talk. They join in with conversations and are confident sharing their own opinions. Two-year-olds support each with finding their seats when it is time to sit down to eat a healthy snack.

Children make good progress with their development. The childminder talks to the children continuously, helping them develop their spoken language and vocabulary. Younger children select a book and confidently give it to the childminder to read. They talk about the pictures, repeat words and laugh together at the octopus hiding under the flaps. All children are excited to join in with song time. They eagerly lie on the floor in anticipation of completing the actions for a favourite nursery rhyme, 'Dingle Dangle Scarecrow'.

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

- The childminder helps children to understand about the needs of others. For example, when a child struggles to build a tower with the bricks, other children offer help. Children receive regular praise from the childminder, which helps to boost their self-esteem. They build warm, trusting relationships and their behaviour is exemplary.
- The childminder supports children to develop their language and communication skills. She repeats and models words that children struggle to pronounce. She repeats simple sentences to help children follow instructions. The childminder models manners when talking with the children and they copy and use manners when talking with each other.
- The childminder carries out regular observations of the children and is confident in identifying children's strengths and next steps in learning. The childminder uses what she knows about children's interests to plan activities that will engage them, keep them motivated and support their individual development.
- The childminder promotes a love of learning through her enthusiasm. She reads books with excitement and encourages children to develop a love of stories. The childminder reads the book over and over, encouraging children to talk about what they see in the pictures. They laugh together at funny events in the story.
- The childminder provides the children with a range of experiences and opportunities to explore their local environment. She takes them on visits to the woodland, the local park and the library. Children learn about the community

they live in and the natural world around them.

- Partnerships with parents are good. Parents' written comments about the quality of the childcare their children receive are very complimentary. The childminder keeps parents up to date with their children's development and shares information about how they have been throughout the day through a detailed daily diary.
- The childminder is confident to evaluate her own practice. She can identify areas of her provision and practice that need development. As a result of recent reflections, the childminder regularly takes the children to the local park. She identified that they need more opportunities to practise their physical skills, such as running, climbing and balancing.
- There are occasions when the implementation of activities fails to achieve the intended outcome. For example, although the childminder plans that during a play dough activity children will learn how to recognise numbers, this does not happen.
- The childminder is not consistent when supporting children to be independent. For example, when children have a meal, she encourages them to carry their used bowls to the sink to be washed. However, she pours children's drinks rather than encouraging them to have a go at pouring them for themselves.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear about her responsibility to keep children safe. She has a secure knowledge of safeguarding and the signs and symptoms of abuse and neglect. The childminder is aware of how to make a referral to the relevant agencies. She has the essential contact information readily available if she has a concern about a child in her care. She demonstrates an understanding of the 'Prevent' duty. The childminder checks her home regularly for potential hazards. She supervises children closely and keeps them within her sight at all times.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- ensure a secure implementation of a learning activity to increase the outcomes for children
- provide children consistently with a range of opportunities to develop their independence.

Setting details

Unique reference number	EY316612
Local authority	Leicestershire
Inspection number	10073591
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	8
Number of children on roll	8
Date of previous inspection	28 July 2016

Information about this early years setting

The childminder registered in 2005 and lives in Hugglescote, Leicestershire. Her provision operates all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays, the period between Christmas and New Year and family holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Kate Whittlesey

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 this into account in her evaluation of the setting.
- The inspector and the childminder carried out a learning walk to assess the environment.
- The inspector and the childminder discussed the quality of education and learning opportunities that the childminder provides.
- The inspector observed children playing, talked to the children and tracked their experiences and learning.
- The inspector considered parents' views through written testimonials
- The inspector checked suitability documentation.

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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