

Childminder report

Inspection date: 19 April 2022

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children develop a strong bond with the childminder, who provides a caring and welcoming environment. They settle quickly and confidently explore the resources on offer. The childminder is caring and attentive to the children's care needs. She responds to them sensitively and in a timely manner. Children demonstrate that they feel safe, secure and comfortable. As younger children wake from a nap, they seek reassurance and snuggle up to the childminder for comfort.

Children benefit from the childminder's high expectations for their learning. The childminder plans a curriculum that is exciting, enjoyable and challenging. For example, children are intrigued to know more about tadpoles, frogs and their habitat. Older children confidently recall the life cycle of tadpoles. They point out the features they observe for the tadpoles they care for. Children enjoy stories linked to nature and use reference books to learn more. They ask purposeful questions to show their interest. Children confidently use vocabulary to articulate their learning. They talk about what frogs like to eat and how they care for plants, seeds and animals. Older children are very familiar with where resources are kept. They independently help themselves to toys that capture their interest. Older children eagerly join in role play. They confidently tell the childminder that they need the wooden horse as they are dressing up as a 'cowgirl'.

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

- The childminder extends children's experiences. She provides opportunities that they may not get elsewhere, such as planting, growing and caring for seeds. Children enjoy familiar stories linked to growing and where different food comes from. They benefit from visits to the allotment to pick fresh fruit and vegetables, which they take home and enjoy eating. Parents praise the variety of activities provided by the childminder. They say that they value the importance of these early experiences in helping children to learn about the world around them.
- Children have many opportunities to strengthen the muscles in their upper bodies and hands. This helps them to make marks, paint and use scissors. Children have plenty of fresh air and physical exercise. For example, they have access to the outdoors, where they play in the mud kitchen, dress up and manipulate play dough. They enjoy many first-hand experiences, as they take part in nature walks and visits to learn about their wider community.
- Children consider others' needs, share and develop firm friendships. They play alongside each other harmoniously and behave well. Children learn about acceptable behaviour as the childminder acts a positive role model. They respond well to clear boundaries and the praise and encouragement they receive. This helps to build their confidence and self-esteem.
- The childminder uses accurate assessments to plan how she can develop

children's learning further. She recognises emerging gaps in children's progression swiftly. Targets are identified to support their learning further. All children, including those in receipt of funded early education, make good progress across all areas of learning. However, information regarding children's care routines and achievements at home is not always gathered in enough detail.

- The childminder regularly evaluates the quality of her provision. She attends training and carries out research to gain additional knowledge and ideas. This enables her to stay up to date with current developments in childcare and education. The childminder implements what she learns into her daily practice. This helps to ensure that children are continually interested in activities and inspired to learn.
- The childminder develops close relationships with other professionals who are also involved in the children's care. For example, relevant information is shared to help to ensure that children receive consistent care and carefully considered support for their ongoing learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough knowledge and understanding of the signs and symptoms that may indicate a child is at risk of harm, including radicalisation. She fully understands the procedures to follow and the appropriate people to contact should she have concerns about a child's safety or well-being. The childminder's home is extremely well organised. Potential hazards are quickly identified and removed by the childminder to make sure that the setting is safe for the children to play. The childminder has a range of hygiene measures in place to ensure the health and safety of children attending.

What does the setting need to do to improve?

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

- extend conversations with parents to gather more detailed information regarding children's care routines and their developmental achievements at home.

Setting details

Unique reference number	EY330361
Local authority	Leicestershire
Inspection number	10138551
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	15
Date of previous inspection	10 November 2015

Information about this early years setting

The childminder registered in 2006 and lives in Burbage, Leicestershire. She operates all year round from 7.15am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an early years qualification at level 5.

Information about this inspection

Inspector
Tina Garner

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 inspector had a learning walk of the setting to understand how to provision and curriculum are organised.
- The inspector looked at a sample of the childminder's documents. This included pertinent policies and evidence of the suitability of all those living or working at the setting.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.
- The inspector carried out a joint observation and evaluated this with the childminder.
- The inspector took account of the feedback from parents.

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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