

Childminder report

Inspection date: 1 February 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 fosters children's love of books. Children listen with interest as she reads stories to them and talks to them about what will happen next in the story. Pre-school age children are confident to retell their favourite stories from start to finish, using the pictures in the books as prompts. The childminder supports children to gain good communication skills. She recognises children's interest in animals. She encourages the children to talk about what they know about wildlife. Children confidently recall the names of the childminder's chickens, that chickens lay eggs and eat seeds and insects.

The childminder is respectful, calm and kind in her interactions with children. She models manners and encourages children to say please and thank you. She supports children to understand how to take care of toys and be kind to their friends. When pre-school age children play alongside babies at a water activity, she reminds the older children that they need to be careful not to splash the baby as they are not yet able to communicate that they do not like being splashed. Pre-school children play and interact with babies, showing care and concern for them. The childminder praises children for their kind behaviour.

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

- The childminder has a clear curriculum intent, which focuses on children gaining the skills that they will need for their eventual move to school. She knows the children in her care well, and provides activities around their interests that help motivate children to play and learn. However, the childminder does not always use assessment information accurately to focus children's next steps on building on what they already know and can do.
- The childminder takes children out on trips within the local community. They visit local parks, the zoo, the library, and playgroups. Children learn about the community they live in and have the opportunity to socialise with other children of the same age.
- Children enjoy singing nursery rhymes and songs. They ask the childminder to play their favourite songs on the smart speaker. Children dance to the music and demonstrate that they know the actions to familiar songs. However, the constant background noise of music playing is a distraction to children, on occasions, during other play and learning activities.
- The childminder supports children to develop and use early mathematic skills as they play. Children take turns as they play a picture matching game. She supports them to count how many cards they need to match to pictures to complete the game. She helps them work out who won and came first, second and third. When playing in the water, she encourages children to use language in relation to volume and capacity, noticing when their containers are full, half full,

a quarter full and empty.

- The childminder reflects on her practice and keeps up to date with training. She regularly networks with other early years professionals, so that she can discuss changes to the early years framework and identify any ways to develop and improve the service that she offers to children and their families. She is proactive in seeking out information and training to keep her safeguarding knowledge up to date.
- The childminder has good links with the local pre-school and primary school. She understands the importance of sharing information about children with other professionals involved in their care. The childminder takes younger children on school runs. Children become familiar with the school environment and aware of their future surroundings.
- The childminder talks to children about how to keep safe. She encourages them to walk inside and helps them think about the possible consequences of running and how they may slip and fall. The childminder supervises children closely as they eat and sleep to ensure that she can respond quickly to any problems.
- Children's individual care routines are followed. Toileting and nappy changes are managed sensitively. The childminder talks to children as she changes them, gently reassuring them. Pre-school children are learning to be independent and know that they need to wash their hands after using the toilet and before eating. The childminder gently cuddles babies as she feeds them their bottle and soothes them as she settles them to sleep.

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:

- make better use of the assessments of individual children's development to plan age- and stage-appropriate learning and development targets
- limit background noise, so that children's listening and concentration are not distracted.

Setting details

Unique reference number	EY331374
Local authority	Leicestershire
Inspection number	10316753
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	0 to 12
Total number of places	6
Number of children on roll	17
Date of previous inspection	8 May 2018

Information about this early years setting

The childminder registered in 2006 and lives in Coalville, Leicestershire. She operates all year round from 7.15am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Teresa Lester

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 childminder.
- The childminder talked to the inspector about their curriculum and what they want their children to learn.
- The inspector carried out joint observations of group activities with the childminder.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The childminder provided the inspector with documentation to demonstrate her suitability.

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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