

Childminder report

Inspection date: 19 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

Children are supported by the childminder to use tools safely, such as how to use scissors. They receive hand-over-hand support to learn how to use a knife safely to cut fruit. Older children show determination and patience when they try to dress a doll. They receive instructions from the childminder about the process to follow and time to solve problems, learning how each body part fits into clothing. This contributes to helping children manage their own self-care routines. Children are asked to take responsibility for caring for the environment. For example, they help the childminder to put toys away, showing good listening skills.

Children choose books and take them to the childminder for her to read. This shows the close relationships they have with her. The childminder asks younger children to find different images on the pages, such as a 'cat'. This helps to focus children's attention. When older children use wooden blocks to build and construct, the childminder helps them to learn language to describe position. For example, she talks about them about placing the blocks 'across', 'each side' and 'across the top'. After children follow these instructions, they show pride in their achievements and say, 'I did it'.

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

- The childminder uses children's interests and her knowledge of children's abilities to plan for their development. This includes planning adult-led activities to help children recognise shapes. For example, she helps them to identify 3D shapes, such as a sphere.
- Children are supported to learn about different cultures. For example, the childminder shows them images on the internet of different traditions and people dancing in other countries. This helps to broaden children's knowledge of the wider world.
- When the childminder changes children's nappies, she makes this a positive experience for them. For example, she plays peekaboo games and talks to children throughout. This helps them to develop attachments with the childminder and supports their social skills and interaction with others.
- The childminder extends her professional development. She completes training courses that help her to reflect on how she supports children to think and respond when being asked questions. For example, after she asks children a question, she gives them time to respond. However, the childminder does not always use words correctly when speaking to children. For example, she says 'dollies' for 'dolls'. This means that children's developing vocabulary is not always modelled effectively.
- The childminder shares information with parents about their children's day and the activities they enjoy. She offers parents ideas and suggestions about how

they can continue their children's learning at home. One example of this is asking parents to collect natural objects with their children for them to bring back to the setting to discuss what they find. The childminder asks parents to bring in photos of family members and pets from home. This enables her to hold discussions with children to help them remember and talk about significant people and animals in their lives.

- Parents offer positive comments about the childminder and her co-childminder. They say that the childminders encourage their children to show good behaviour, kindness and compassion to others. Parents appreciate how the childminder and her co-childminder support their children's medical needs.
- The childminder asks children to take part in establishing the rules and boundaries in the home, helping them to understand what is expected of them. She gives children gentle reminders to follow these, such as to use their 'walking feet' indoors. When the childminder asks children why they need to use their 'walking feet', they reply, 'We might bump'.
- The childminder provides children with opportunities to use and learn about nutritious foods in their play. For example, children copy her when she shows them how to cut and squeeze oranges, lemons and limes. This helps children to develop the muscles in their hands. Children are asked to add the juice to water to drink. They are keen to offer their comments when they taste the fruit water, saying it is 'bitter', 'sour' and 'I like it'.

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:

- use words correctly when speaking to children about the objects they play with to help aid their developing vocabulary.

Setting details

Unique reference number	EY331644
Local authority	Leicestershire
Inspection number	10312273
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	25 April 2018

Information about this early years setting

The childminder registered in 2006 and lives in East Goscote, Leicestershire. She operates all year round, except for bank holidays and family holidays. Sessions are from 8am until 4.45pm on Mondays and Wednesdays and from 8am until 9am and from 3pm until 4.45pm on Tuesdays. The childminder works with a co-childminder and holds an appropriate level 3 qualification.

Information about this inspection

Inspector
Hayley Ruane

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 and the inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder and her co-childminder. She reviewed a sample of documentation.
- Written feedback from parents was reviewed by the inspector, who took account of their views.

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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