

Childminder report

Inspection date: 3 May 2023

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

The provision is good

Children arrive happily, and they settle quickly as they choose what they would like to do from a wide range of interesting toys and resources. They use their imaginations as they make pretend food with play dough. They carefully roll out the play dough to make 'spaghetti' and use their small-muscle skills to make 'meatballs'. Children show that they have developed secure attachments, as they confidently seek hugs from the childminder, who is warm and encouraging.

The childminder supports children to deepen their knowledge and understanding of the world. Children play with sea creatures in a tray of blue rice. Young children enjoy the sensory feeling of rice trickling through their fingers. The childminder introduces new vocabulary, such as turtle, shark and octopus, and children practise their pronunciation skills as they repeat the words. She reminds children about conversations they have had recently about a hermit crab, and she shows them a shell that a hermit crab might live in. The childminder supports children to learn how to take responsibility. She asks them to help to pick up the rice that has fallen on the floor. Children develop their hand-eye coordination as they make pincer movements with their thumb and forefinger and carefully pick up the rice.

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

- The childminder has a clear vision about what she wants children to learn and achieve. She explains that she aims to prepare children for school. The childminder wants children to be able to engage in a wide variety of experiences, such as baking cakes and trips in the local community. She knows children well, including what they are interested in and what they know and can do. The childminder follows children's interests, and she consistently introduces learning into the games and activities that they choose.
- The childminder encourages a love of books, as she enthusiastically reads a story with actions about a bear, and children excitedly jump, stomp and move around as the story unfolds. However, the childminder does not always make use of open questions in conversation to further extend children's language skills.
- Children are learning about numbers. The childminder encourages them to count, and they excitedly count the number of times they can jump up and down. Older children are learning to recognise numerals on the houses they pass as they go for a walk. The childminder teaches them about mathematical ideas when she talks to children about the 'big' shark and the 'little' shark as they play with the sea creatures.
- Children behave well. For example, they are eager to help to tidy up ready for lunch when the childminder asks them. The childminder uses positive praise and clear instructions, saying, 'use kind hands', to help children understand

behavioural expectations. She models good manners and uses a reward chart with smiley faces to help children know when they are behaving well. Children are learning to share and to take turns as they play together. The childminder shares ideas with parents about how to promote positive behaviour so that children get consistent messages when they are at home and when they are with the childminder.

- The childminder encourages children to make choices and to develop a sense of independence. For example, she asks young children whether they would like another story or to do some dancing. At lunchtime, the childminder provides children with bowls of different toppings, and children choose which toppings to sprinkle on their pizza slices.
- Children are learning how to keep healthy. The childminder encourages them to regularly drink water and provides healthy food such as yoghurt and fruit. Children engage in physical exercise. They dance to songs they know well, and the childminder takes them for walks in the local park.
- The childminder works very closely with parents. She provides them with updates about what their children are learning and what they have been doing during the day. The childminder gives parents ideas about how they can help their children with their next steps in learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands how to recognise possible signs of abuse and neglect, and she knows what to do if she is concerned about a child's well-being. She is aware of the importance of internet safety and talks to parents about how they can keep their children safe in the home when they are online. The childminder ensures that she keeps the environment safe for children by securing external doors, and she regularly risk assesses for hazards. She teaches children to keep themselves safe by talking with them about crossing the road safely when she takes them out for a walk.

What does the setting need to do to improve?

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

- utilise open questions to engage children in conversation, to help them to develop their communication skills.

Setting details

Unique reference number	EY332341
Local authority	Leicestershire
Inspection number	10265043
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	2 to 11
Total number of places	6
Number of children on roll	6
Date of previous inspection	23 May 2017

Information about this early years setting

The childminder registered in 2006 and lives in Hinckley, Leicestershire. She operates all year round, from 8am until 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a level 3 qualification in childcare.

Information about this inspection

Inspector

Ann Carter

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 inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector and the childminder carried out a learning walk together.
- The inspector looked at relevant documentation.
- The inspector spoke to parents during the inspection and 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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