

Childminder report

Inspection date: 15 May 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 have opportunities to develop their social skills. For example, the childminder takes them to groups where children can play, interact and join in craft activities with larger groups of children. Children show perseverance when they attempt to complete tasks on their own. For example, when younger children try to pull a zip on a purse, the childminder says, 'You can do it,' offering encouragement for them to keep trying. This helps children to have a positive attitude to trying something new. Children are polite, and they show kindness towards their peers, such as handing them a toy car, so that they both have one. Children receive gentle reminders from the childminder to say 'thank you' when they receive toys from others, encouraging politeness.

Children are supported to develop the muscles in their hands in preparation for early writing. For instance, the childminder shows them how to use large tweezers to pick up small objects. Children begin to copy the childminder, helping to develop the strength in their fingers. Children show their imagination when they play with toys. For instance, when they line up wooden shapes on the floor, they learn the names of some of the shapes they use, such as a triangle. Children say that the triangle is a slide and roll a bead down one side of it.

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

- The childminder observes and assesses children's learning and uses this information, along with their interests, to help her to plan for what children need to learn next. She is able to adapt her teaching to follow children's interests. For instance, she plans activities to help children to begin to count toy insects. When children show an interest in leaves, she invites them to find leaves in the garden and supports them to count them instead.
- The childminder encourages children to complete tasks on their own. For example, when children ask to wear their coats outdoors, the childminder gives them time to put these on themselves. Children are asked to cut up their fruit at snack time by using safety knives. They show how to do this carefully, promoting their safety.
- The childminder helps children to understand the benefits that healthy foods can have on their bodies and revisits discussions to help them to remember. For instance, at snack time when children eat fruit, the childminder tells them that it will give them energy. After snack time, when children are physically active in the garden, she reminds them that the banana they ate at snack time helped to give them energy.
- Children are asked to take responsibility for completing tasks in the home. This includes asking children to carry plates and fruit from the kitchen and into the playroom at snack time. Children help the childminder to lift a small slide onto

the grass in the garden when they want to play on this. The childminder gives them a towel to wipe the slide before they use it, encouraging them to look after the equipment.

- Overall, the childminder supports children's communication skills well. For example, children understand the clear instructions she gives them when the routine of the day changes, such as when it is time to eat snack or play in the garden. However, sometimes, the childminder does not fully support children's speaking skills. For example, she does not always use the correct name for objects that children play with or give them time to answer the good range of questions she asks them.
- The childminder finds out information from parents about children's achievements at home. She shares photos with parents of activities that children enjoy when they are in her care. However, the childminder does not offer parents ideas about how they can support their children's learning at home to provide more consistency to support their development.
- The childminder gathers feedback from parents to help her reflect on what she offers children. She changes toys and resources in her playroom regularly to help keep children engaged in learning. The childminder recognises that allowing children to access only a few books encourages them to use them appropriately.
- Parents say that it is truly heartwarming to see their children greeted with warmth and enthusiasm each day by the childminder, knowing they are in safe and loving hands.

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:

- strengthen interactions with children to help them build on their speaking skills
- build on partnerships with parents to offer them ideas about how they can support their children's learning at home.

Setting details

Unique reference number	EY346898
Local authority	Leicestershire
Inspection number	10338346
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	15
Date of previous inspection	3 September 2018

Information about this early years setting

The childminder registered in 2007 and lives in East Goscote, Leicester. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector
Hayley Ruane

Inspection activities

- This was the first routine inspection the childminder has 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. 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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