

Childminder report

Inspection date: 26 June 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 warmly greeted by the childminder when she collects them from nursery. Children excitedly share their news and tell her all about their morning. They have fun on the walk home, making observations and practising their physical skills as they climb up steps and balance along low walls. They have good opportunities to learn about road safety and know the procedures to follow before crossing the road. Within the home, they confidently follow the routines, taking off their shoes and hanging up their coats and bags. Children enthusiastically make choices about their learning and play. They are keen to join in a game outside, searching the garden to find hidden shape cards and shouting with delight when they find a matching pair. They demonstrate an increasing awareness of mathematical vocabulary as they recall shape names, such as octagon and hexagon.

The childminder is very responsive to children's individual needs. She talks to them about how they are feeling, ensuring that they have time to rest as well as time to engage in active play. Children are polite and respectful. They frequently praise and encourage one another. They learn to share resources and take turns when playing board games.

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

- The childminder knows children well. She gathers detailed information from parents and undertakes regular assessments of children's progress. This enables her to plan engaging activities, building on children's knowledge and skills. For example, children have immense fun playing memory games. They demonstrate good coordination skills as they use toy fishing rods to pick up cards. They skilfully match shapes and work out strategies to remember where cards are placed. They shriek with delight when they complete the game.
- The childminder gives high regard to promoting children's health and safety. She ensures that children have easy access to water when they are playing outside in hot weather, so they remain hydrated. Children bring sun hats to wear outside and learn how to apply sun cream to protect their skin.
- The childminder is a good role model and sensitively supports every child so they feel secure and able to gain the most from the experiences on offer. When children are occasionally reluctant to join in, she offers reassurance and takes time to talk to them and find out what they would prefer to do. Children feel valued and the strong relationships help all children to thrive and feel included.
- The childminder has undertaken a range of relevant courses to enhance her practice. For example, she has completed some training in child psychology which has helped her to understand and support children's emotional development. She communicates with other childminders and the local authority

to gather and share information. However, she is not always fully aware of changes within childcare which may impact on her practice and childminding service.

- The childminder provides ample opportunities for children to benefit from fresh air and outdoor play. Children develop strength and stamina as they run, jump and push themselves on a swing. Regular trips to local parks enable children to use a wide range of equipment to develop their physical skills.
- The childminder actively encourages children to problem-solve and use their mathematical skills while they play. Children confidently count numbers beyond ten, and sort and group objects. They recognise the characteristics of familiar shapes as they state, 'This is a triangle. It has three sides.'
- The childminder fosters positive relationships with parents. She regularly shares information about children's progress. This helps parents to understand how they can support children's development at home. Parents comment that they feel reassured, as the childminder offers a safe environment and builds trusting relationships with children.
- The childminder skilfully promotes children's communication and language skills. She talks to children, asking questions and encouraging them to express their ideas. Children confidently use language to describe their observations. For example, they explain, 'This is a magnet and it can pick up metal things.'

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:

- continue to develop professional knowledge and skills through access to further training and development opportunities.

Setting details

Unique reference number	EY382139
Local authority	Leicestershire
Inspection number	10355596
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	4 to 11
Total number of places	6
Number of children on roll	14
Date of previous inspection	11 April 2018

Information about this early years setting

The childminder registered in 2009 and lives in Birstall, Leicester. She operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Kate Scheel

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 showed the inspector around the areas of her home used for childminding and explained her intentions for children's learning.
- The inspector received written feedback from parents and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector observed the interactions between the childminder and the children.
- Children spoke to the inspector about their activities and what they enjoy doing while with the childminder.
- The childminder provided the inspector with a sample of key documentation on request, including training certificates.

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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