

Childminder report

Inspection date: 19 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 settle quickly on arrival. The childminder makes children feel welcome as she provides a place for them to put their belongings. Children learn how to manage their personal needs as they put their shoes and coats in their special place as they arrive and after they have been outside to play. The childminder plans a range of activities and encourages children to make choices. Children confidently select resources and decide what they would like to eat at lunchtime and where to sit during snack time. Children learn to cooperate and support one another as the childminder encourages friendships and good behaviour. For example, older children carefully guide younger children to be alongside the childminder when they need reassurance.

Children develop their speech and language skills as they sit with the childminder and look at books together. The childminder extends their learning as she provides additional props and puppets. Children concentrate well as they listen and copy the sounds the animals make as the childminder reads the story. Children become aware of different emotions as the childminder asks them how they are feeling. They look at the characters' faces and learn to recognise different expressions, such as sad, happy and cross. Children begin to learn about the world around them. For example, the childminder helps them to understand where the sun has gone when it disappears behind the clouds.

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

- Overall, the childminder plans a curriculum to support children to make progress in their development and learning. For example, she helps children to build on what they already know. The childminder provides additional toy animals that children are less familiar with to help extend their learning. However, she does not yet consistently plan activities to support children to build on what they can already do, such as developing their large-muscle skills and independence.
- Children develop social skills and learn about their local community as the childminder incorporates regular outings and activities outside the home. Children visit local parks, join in activities with other childminders and their childminded children and attend groups at the local library.
- The childminder engages in professional development. Recent training has made the childminder more aware of how to facilitate children's communication and language. She ensures that the children have additional time to answer questions and join conversations. Children are becoming comfortable using vocabulary in conversation with the childminder. For example, they confidently talk about the animals they are familiar with.
- The childminder plans activities to support children's creativity and imagination. Children enjoy exploring small-world resources as the childminder helps them to

build an imaginary world. As they create, the childminder supports their understanding and corrects misconceptions. For example, the childminder explains the differences between a digger and a tractor when children confuse the two.

- The childminder supports children to negotiate with one another and resolve tricky situations. She makes suggestions to help children understand, such as encouraging them to choose something from somewhere else. Children learn to listen and receive praise when they reach successful resolutions. This support helps children to self-regulate and demonstrate kindness to others.
- The childminder helps children learn how to stay safe. Children are encouraged to tidy away before getting more things out, to ensure that the environment does not get too cluttered and unsafe. Children develop a positive sense of themselves, a responsibility towards their surroundings, and additional life skills.
- The childminder knows the children well and supports their care. She attends to their needs sensitively, ensuring privacy as they use the toilet and have their nappies changed. The childminder asks the children if they need any support with their toilet needs and offers encouragement by saying, 'You are doing super.'
- The childminder builds positive relationships with parents. Parents say their children are happy and make good progress in their learning. They appreciate the outings the childminder plans and that their children go to groups at the library to support their social development. Parents enjoy how the childminder updates them regularly throughout the day and sends them photos.
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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 daily routines to further promote children's independence
- plan a wider range of activities to support children's large-muscle skills.

Setting details

Unique reference number	EY390246
Local authority	Leicestershire
Inspection number	10338347
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	4 September 2018

Information about this early years setting

The childminder registered in 2009 and lives in Burbage, Leicestershire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3. She provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Fliss Dewsbery

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact this has on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.

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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