

Childminder report

Inspection date: 6 February 2025

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 confident communicators and are keen to talk to the childminder about their needs and wishes. This shows that they feel comfortable and safe in her care. Children learn how they can keep themselves safe in the community and when they use tools. For instance, the childminder talks to them about stranger danger and road safety. When older children use scissors to cut paper, the childminder gently reminds them to hold them down and not to wave them in the air. Children learn how to use knives safely at snack time. Younger children receive support from the childminder, who holds the fruit while children use knives to cut the fruit into pieces. They show a sense of achievement when they do this and say, 'I did chop'. Older children manage this on their own.

Children show excitement to play in the childminder's garden. The childminder asks them to take turns to kick balls to help develop their balance and coordination. Children smile and celebrate when the childminder tells them that they have scored a goal. Children show good imaginative skills. They pretend to talk to their peers on toy phones. The childminder joins children's play to help build on their imagination. For example, when children pretend to cook dinner in a pretend kitchen, the childminder asks them if she can have tomatoes, eggs and sausage.

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

- Children learn about traditions and celebrations from around the world, including their own. For instance, the childminder provides children with opportunities to be creative when they make cards for their parents to celebrate Diwali. Children watch video clips of children in China and how they celebrate Chinese New Year. Children remember seeing dragons that were yellow and red.
- The childminder builds on her professional development. She attends training courses to help develop her knowledge of how to support children's maths skills. For example, the childminder asks older children to cut their grapes into quarters at snack time. When children play in soapy water outdoors, the childminder talks about the bubbles being big and tiny. This contributes to children's understanding of four equal parts and language that describes size.
- Children learn about oral health. For instance, the childminder talks to children about sweet foods not being good for their teeth. She offers children opportunities to use toothbrushes to clean dirty marks off pretend teeth. Children use toothbrushes in their play to clean doll's teeth.
- The childminder encourages children to be independent. Children have experiences to pour their own drinks. Older children manage to do zips on their coats by themselves. The childminder supports younger children to put on their own coats.
- The childminder takes children to the library to choose books to bring back to

her home. Children sit on the childminder's knee and close to her when they share books together. When the childminder reads stories, she holds up the books, so children can clearly see the images on the pages, helping them to develop a love of books. Children tell visitors the name of their favourite book.

- The childminder uses information from parents about children's abilities, along with her own observations and assessments, to help identify what children need to learn next. However, sometimes, when she plans activities to support children's learning, the childminder does not maintain children's attention to enable all children to benefit from the learning intention.
- Parents explain how they appreciate the information they receive from the childminder about their children's day. This includes the childminder providing them with reports showing their children's development and discussions about how she intends to support their children's learning.
- The childminder supports children to understand how to take turns and share the toys and resources they play with. However, she does not fully help children to learn how to take turns in conversations and to listen to the views of others. This results in children talking over each other.
- The childminder reflects on her practice and purchases toys and resources to support children's learning. This includes building on children's knowledge of animals and showing them images of animals that live in the arctic. Children retain this information and when they see deer statues in the community, they tell the childminder that they are like caribou.

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:

- maintain children's attention during planned activities, so the learning intention is met for all children
- help children to learn how to take turns in conversations and to listen to the views of others.

Setting details

Unique reference number	EY390731
Local authority	Leicestershire
Inspection number	10368463
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	1 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	21 March 2019

Information about this early years setting

The childminder registered in 2009 and lives in Groby, Leicestershire. She operates all year round, from 8am until 5.30pm, Monday to Thursday, except for bank holidays and family holidays. She provides funded early education for children aged from nine months upwards. The childminder holds an appropriate level 3 qualification.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- 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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