

Childminder report

Inspection date: 16 December 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 fun at this warm and inclusive provision. They are settled and show a strong sense of belonging. Children include the childminder in their play and snuggle into her when they want comfort and support. They have fun using their imagination. Children make pretend food for the childminder and visitors, describing this as 'spicy'. The childminder has clear expectations of children's behaviour. When children argue over a toy or snatch from one another, she reminds them of the need to share and take turns. Children are encouraged to work together to complete tasks, such as tidying away the toys before meals and snacks. They listen to her and show positive attitudes to their learning.

Children have fun as they play with wooden bricks. The childminder joins in with them as they play, using what she knows about the children to support their learning. She encourages the children to count the bricks as they stack one on top of the other, praising them for their achievements and supporting their understanding of early mathematical concepts. The childminder ensures children can access and make choices from a range of toys and resources to support their engagement and learning.

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

- The childminder recognises the importance of children developing good physical skills. She provides a range of opportunities for children to use their small and large muscles. Children show good dexterity as they manipulate small wooden bricks to make towers. They take part in a yoga session, where they learn how to stretch and move their bodies. They follow directions from a television programme and have support from the childminder with this. The childminder understands how important physical skills are to help children towards being ready for school.
- Overall, the childminder plans a sound curriculum to reflect the learning needs of children. She knows the children well and ensures that she offers them activities that reflect their interests and next steps. For example, she provides role-play items to develop their concentration and imagination skills. However, when children start to lose focus during play, the childminder does not consider how to adapt the activity to encourage them to continue with their play and learning.
- Written comments from parents show that the childminder has good partnerships with them. They comment on how happy their children are and about the good progress their children make in her care. The childminder finds out from parents about children's routines, interests and abilities before they start. She offers resources for parents to continue children's learning at home, such as sending activity packs home and suggesting ways to encourage toilet training. This helps to support consistency in children's learning and

development.

- The childminder ensures children have access to fresh drinking water throughout the day and encourages them to access this to remain hydrated. She offers appropriate snacks to children, such as fruit and vegetables, talking to them about how these support their good health. The childminder provides safety knives for children so that they can cut up the strawberries and banana she offers them. She praises them for their skills as they slice the fruit easily and in safety. Children show a good awareness of oral health as they talk to the childminder about going to the dentist and how to keep their teeth clean.
- The childminder evaluates her provision well. The childminder is currently completing a degree in early years and uses training opportunities to be reflective and consider how to enhance her practice. This helps her to keep her knowledge of changes in early years up to date.
- Overall, the curriculum for communication and language is developed well. When children use words such as 'ellow naana' the childminder repeats this saying 'yellow banana' to model clear language. She asks children questions to help them think and then respond using a range of language they have learned. However, there are times that quieter children are not given the same opportunity to be vocal, as she allows more confident children to dominate her attention.

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:

- develop activities that meet all children's individual learning needs to help all children fully engage in their learning
- increase opportunities for quieter children to develop confidence in their speaking skills.

Setting details

Unique reference number	EY393040
Local authority	Leicestershire
Inspection number	10377098
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	0 to 8
Total number of places	6
Number of children on roll	10
Date of previous inspection	9 January 2019

Information about this early years setting

The childminder registered in 2009 and lives in Wigston, Leicestershire. She operates her provision all year round, from 7.30am to 5.30pm from Monday to Thursday and 7.30am until 4.30pm on Fridays, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 5. She provides funded early education for children.

Information about this inspection

Inspector
Alexandra Brouder

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector through written comments.
- 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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