

Childminder report

Inspection date: 7 August 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

The childminder is warm, caring and attentive to children's needs. Children show they feel safe and secure in the childminder's care, and they approach her for cuddles and reassurance. The childminder offers lots of encouragement to children as they play and provides positive praise. This helps to raise children's self-esteem. Children learn to develop social skills as the childminder teaches them to take turns and share with each other. She encourages children to communicate kindly with their friends and to ask if they can have a turn next. The childminder skilfully intervenes when children struggle to share and supports them to understand why this is important. Children learn to behave well and follow the childminder's rules. They show positive attitudes as they help to tidy up when asked.

Children are learning to manage risks and keep themselves safe when playing. They are reminded how to use balance bicycles safely in the garden. Children recall prior learning as they explain they must use the bicycles on the ramp and not on the steps. Children enjoy role-play activities as the childminder encourages them to use their imagination to serve pretend food through the window of the playhouse. Children make 'hot chocolate' and 'cookies' and enjoy delivering these to their friends.

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

- The childminder has a clear intent for her curriculum. She helps children to become confident and develop the social skills they need before they go to school. Children have opportunities to develop these skills as the childminder takes them on frequent outings to local parks to meet with other childminders and their minded children. Consequently, children are becoming increasingly confident and regularly interact with a wide range of people.
- The childminder provides opportunities for children to manage some of their own personal needs. For example, older children use the toilet by themselves. Children learn to wash their hands before eating. However, at times, the childminder performs tasks for the children that they could try on their own, which would further promote their growing independence skills. For example, the childminder puts children's shoes on for them and spoon-feeds younger children without encouraging them to try to do these things for themselves.
- The childminder knows the children in her care well. She gathers information from parents to assess children's starting points, preferences and daily routines. The childminder follows children's interests and provides a range of activities that children enjoy. However, she does not plan adult-led activities as thoroughly to ensure that she builds on what individual children already know and can do.
- The childminder promotes a love of reading. Children freely access books, both inside the home and outdoors, and ask adults to read with them. The

childminder reads books in an exciting and engaging way. She pauses to give children time to process the story and look at the pictures. Children show their understanding as they accurately answer questions about the story.

- The childminder is reflective and understands the importance of continual professional development. For example, she has recently accessed training to further her knowledge of special educational needs and how to support children. In addition, the childminder has completed an accreditation to demonstrate that her home is a communication-friendly setting. This learning helps her to support children with communication and language difficulties.
- The childminder teaches children early mathematical skills. She encourages children to count when opportunities arise in their play. For example, she encourages children to count the chocolate chips on the pretend cookies that they serve in the playhouse. Children start to understand size as the childminder helps them to compare their heights and learn who is the tallest and shortest.
- Parents praise the childminder for her homely setting. They say that their children enjoy attending and are well settled. The childminder communicates frequently with parents and shares daily photos of activities that children enjoy. She uses an online platform to share children's developmental milestones with parents and helps them understand what children need to learn next.

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:

- extend the opportunities for children to develop their independence skills and do more for themselves
- strengthen planning of adult-led activities to build specifically on what children already know and can do.

Setting details

Unique reference number	EY395608
Local authority	Leicestershire
Inspection number	10351698
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 7
Total number of places	12
Number of children on roll	17
Date of previous inspection	9 October 2018

Information about this early years setting

The childminder registered in 2009 and lives in East Goscote, Leicestershire. The childminder works with an assistant. She operates all year round from 8am to 6pm, Monday to Friday. The childminder holds an 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

Rachel Barsby-Robinson

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 the premises and discussed how she ensures they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views on the childminder with the inspector.
- 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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