

Childminder report

Inspection date: 9 January 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 children are happy and have a secure attachment to the childminder, who is kind and responsive to their needs. The childminder sits with the children at their level and joins in with their play. She helps two-year-old children fill and empty containers, using words such as 'full' and 'empty' to extend their vocabulary.

The childminder helps babies move safely around the room, avoiding obstacles. She shows children how things work. For example, the childminder shows babies how to press the buttons on toys to make them light up and make sounds. The babies show an interest in this and giggle as the lights flash. This encourages them to repeat their actions and press the buttons on the toys, helping to develop their hand-eye coordination.

The childminder promotes children's curiosity and plans interesting activities for them. As a result, children are excited to learn. This is evident as the children join in an activity to make bird feeders. Two-year-old children explore the textures of the ingredients such as cereal, dried fruit and lard. The childminder encourages them to explore the different textures and supports them as they strengthen their fingers. She encourages them to feel the ingredients and squeeze and poke the lard. The children laugh as they do this, enjoying the new sensory experience.

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

- The childminder creates a curriculum that considers children's individual needs and interests. For example, she encourages the children's interest in books. She ensures books are easily accessible and builds on children's interest as she sits and reads them stories. Children learn new words as they listen. They help to turn the pages and are supported to recognise and identify familiar characters as they point to the pictures.
- The childminder supports children's language development well. She clearly models language, talking to children as they play and introducing rich language and new words, such as 'crunch' and 'sticky'. However, the childminder asks questions which require a one-word reply. This does not encourage the children to think and build on the range of vocabulary they understand and use.
- The childminder is a good role model and encourages positive behaviour. Children listen and learn to follow instructions as they help the childminder tidy away toys, ready for lunch. The childminder praises the children for their behaviour, which helps to promote their self-esteem.
- The childminder takes children to many different areas in the community to widen their experiences. They visit parks to use large outside equipment and soft-play centres to help develop their core muscles and physical skills. While on these trips, children mix with other children and begin to develop their

socialising skills.

- The childminder supports children to develop their independence skills well. She encourages children to feed themselves. Young children confidently pick up finger food with their hands. Children learn about personal hygiene and being healthy. For example, they are familiar with good hygiene routines, such as washing their hands before eating. This helps children to learn how to follow a healthy lifestyle.
- The childminder has strong relationships with parents, who speak highly of her. She works closely with them to support their children's learning. The childminder talks to the parents daily at drop-off and collection times. This allows her to let the parents know what their children have been doing while in her care and what they have achieved. This means parents can continue the learning at home if they choose to.
- The childminder regularly reflects on and evaluates her practice. She considers the views of parents and children through the discussions they have. This supports her in providing good levels of care and learning, which meet the individual needs of the children. The childminder attends training to update her knowledge. For example, she has recently attended a course on developing children's language skills. This has helped her to widen her understanding of how to support children's communication skills.

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 questioning techniques to encourage children's thinking and help them build on and use the vocabulary they have learned.

Setting details

Unique reference number	EY396435
Local authority	Leicestershire
Inspection number	10300950
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 11
Total number of places	6
Number of children on roll	9
Date of previous inspection	18 January 2018

Information about this early years setting

The childminder registered in 2009 and lives in Shepshed, Leicestershire. She operates all year round, from 7.30am to 6pm, Monday to Wednesday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Jan Hughes

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 that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The childminder and the inspector evaluated the effectiveness of an activity together. The inspector observed the children and the childminder and spoke with them at appropriate times during the inspection.
- The parents wrote statements for the inspector so she could take account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder and all adults living on the premises.
- The inspector observed the interactions between the childminder and the children.

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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