

Childminder report

Inspection date: 4 March 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

The childminder creates a safe and secure environment, where children feel welcomed. Children arrive at the childminder's home confident and ready to learn. This is because the childminder knows them well and is passionate about supporting them through play. Children benefit from a fun and engaging routine, which promotes their independence. For example, children are supported to tidy up before snack time through fun counting games. Once finished, children are encouraged to independently wash their hands before eating. Children are happy and confident in the childminder's care and are developing the skills they need for their future learning.

The childminder is attentive to children's emotional needs. She regularly checks in with the children to see how they are and responds to their needs in a supportive way. For example, she recognises when children may be tired and suggests quiet activities to help them re-energise. This helps children to feel safe and secure.

As children play, they benefit from the childminder's warm and friendly approach. She supports children by playing alongside them and reminding them about behavioural expectations. For example, she reminds children to say please and thank you to each other as they play. The gentle reminders throughout the day ensure that children learn how to care for others. As a result, children are kind and caring towards each other and play cooperatively.

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

- Children benefit from high-quality teaching and interactions. This is because the childminder skilfully weaves in new vocabulary and mathematical concepts while the children play. For example, during a craft activity children learn new words, such as 'coral,' and how to count in a sequence. This means that children continuously gain new skills and knowledge, which supports their ongoing progress.
- Overall, children benefit from a curriculum that offers a range of adult-led and spontaneous learning activities. Children enthusiastically explore and join in with the activities on offer. However, the childminder sometimes moves children on to the next activity before they are ready. This means that children do not have the opportunity to continue what they are learning, which prevents them from gaining a deeper understanding of the concepts being taught.
- The childminder has high expectations of children's behaviour. She consistently models expectations and explains to children why their behaviour may need to change. For example, when children struggle to share, she explains how taking toys makes others feel and shows them how to ask for and wait for toys. This helps children understand the impact of their behaviour and supports them to

take turns.

- The childminder places a good emphasis on teaching children about healthy lifestyles. For example, at snack time, children are offered a range of fruits with pancakes. They are encouraged to try fruits in unique ways, such as squeezing the orange segments over the pancakes to explore a new flavour. The childminder then supports a discussion about favourite fruits and vegetables, explaining how they keep us strong and healthy. This helps children explore new tastes and learn what contributes to a healthy and balanced diet.
- The childminder works hard to ensure that all children, including those with special educational needs and/ or disabilities, have the same opportunities. She provides an inclusive environment and ensures that children get the individual support required to help with their development. For example, she recognises that some children need alternative methods of communication, such as using signs and gestures. She ensures these methods are in place to enable children to join in with learning opportunities and outings. As a result, children are included and feel valued when in the childminder's care.
- The childminder understands the importance of keeping training current and actively seeks opportunities to learn and develop. She regularly attends training and networks with other childminders and professionals from her local community. By attending regular training and participating in networking opportunities, the childminder continually develops her knowledge and improves areas of her provision, which in turn, supports the children in her care.
- The childminder works with parents to get to know the children's interests and individual needs before they start. The childminder uses the information she gathers from home to give children the support they need. For example, she ensures that children have their favourite toys throughout the day and that care routines align with what children receive at home. Ongoing dialogue with parents ensures that children's needs are understood and responded to. As a result, children make good progress in their development and have all of their individual care needs met.

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:

- refine the delivery of adult-led activities to give children the time to understand and practise what they are learning.

Setting details

Unique reference number	EY406377
Local authority	Leicestershire
Inspection number	10364045
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	2 to 9
Total number of places	6
Number of children on roll	13
Date of previous inspection	22 January 2019

Information about this early years setting

The childminder registered in 2010 and lives in Glenfield, Leicestershire. She operates all year round from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Samantha Butterwick

Inspection activities

- 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 and assessed the impact that this was having on children's learning.
- The inspector took account of parents' views through reading written feedback.
- 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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