

Childminder report

Inspection date: 15 January 2020

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	Met
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What is it like to attend this early years setting?

The provision is good

Children demonstrate a love of books. They help themselves from the bookshelf and take books to the childminder to read. Children clearly enjoy listening to stories read by the childminder. They snuggle up to her as she reads to them and confidently name the animals in the book. They enthusiastically make the sounds of the animals they can see in the pictures. They tell the childminder that frogs croak, lions roar and dogs woof. Children demonstrate that they have strong bonds with the childminder and that they are happy, safe and secure in her care.

Children behave well, because the childminder has appropriately high expectations for their behaviour. They learn to share toys with each other and take turns. Children remember to say 'please' and 'thank you' without any prompting.

Children have lots of fun as they play imaginatively with toy polar bears and penguins. They focus as they investigate using their senses as they play. Children comment that the ice they are playing with in the 'arctic world' is cold, freezing and hard, whereas the flour used to represent snow is soft and fluffy. They discover that as water is added to the flour it becomes sticky. Children become very absorbed in their play and show high levels of engagement.

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

- The childminder's self-evaluation process is ongoing. She reflects on her practice to help identify strengths and areas for improvement. The childminder attends mandatory training, such as safeguarding and first aid, to keep her knowledge up to date. However, her professional development has not been focused enough on developing her knowledge and teaching skills.
- The childminder provides settling-in sessions when children first start. If children struggle to settle during these visits the childminder arranges to visit them at their home. This helps the childminder to establish a secure and trusting relationship with the children.
- The childminder completes accurate assessments of children's learning. She monitors children's progress well to identify and address any gaps in children's development. The childminder includes all aspects of the early years curriculum in the range of activities that she provides. However, she does not fully consider the abilities or development needs of individual children when planning and implementing some adult-led activities.
- Children make choices from the toys and resources that are easily accessible to them. The childminder interacts positively with children and gets down to their level and joins in with their play. Children develop a good understanding of early technology. They enjoy playing with toys that have buttons that make sounds. Children demonstrate a good understanding of how things work, confidently

turning toys on and off.

- Children hum and sing their favourite nursery rhymes as they play. They develop an understanding of numbers as they confidently count up to 10 while singing a song about catching fish. Opportunities to develop early mathematical understanding are plentiful. As children enthusiastically play with toys the childminder supports them to use language in relation to size and position.
- The childminder promotes children's good hygiene and supports their independence in care routines. Young children show pride in taking off their own hats, coats and shoes. They enjoy choosing which type of fruit they want to eat for snack. The childminder works closely with parents to give them ideas for healthy packed lunches. This supports children's health and well-being effectively.
- Children enjoy a wide range of new and interesting experiences with the childminder that broaden their understanding of the world. They have frequent opportunities to play outdoors in a variety of settings, including local parks and woodland. They enjoy jumping in puddles, getting muddy and feeding ducks.
- The childminder has established good relationships with parents and the local pre-school. This helps to provide continuity in care and learning. Parents' opinions are valuable to the childminder. She invites them to contribute to regular evaluations of her practice. Parents' written comments state that they 'couldn't wish for a better childminder'. They are happy with the care their children receive.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of the signs and symptoms of the different types of abuse. She knows the procedures to follow if she has a concern about a child's safety or welfare. The childminder carries out regular checks of her home to ensure all hazards are removed or minimised and that it is safe for children to play in. She supervises the children in her care well. The childminder makes sure that her house and garden are secure so that children cannot leave unsupervised and unwanted visitors cannot gain access.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- build on the use of professional development opportunities to strengthen and extend existing knowledge and develop teaching skills further
- take account of children's individual development needs when planning adult-led activities.

Setting details

Unique reference number	EY413112
Local authority	Leicestershire
Inspection number	10132513
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	28 August 2015

Information about this early years setting

The childminder registered in 2010 and lives in Bagworth, Leicestershire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for family holidays and bank holidays.

Information about this inspection

Inspector

Teresa Lester

Inspection activities

- The inspector spoke to children and read written statements from parents to gain their views of the childminder's provision.
- The childminder and the inspector discussed matters relating to safeguarding, the self-evaluation process and the activities provided for children. The inspector reviewed relevant documentation, such as training certificates and public liability insurance.
- The childminder and inspector completed a joint observation. They evaluated the learning that took place.
- The inspector completed a learning walk around all areas of the childminder's home used by children. The inspector spoke with the childminder to gain an understanding of how the early years provision is planned and the curriculum is implemented.

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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