

# Childminder report

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Inspection date: 3 May 2022

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

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

### The provision is good

Children are greeted warmly by the childminder and separate easily from their parents into her care. They settle quickly and play with their friends before they go on the school run. Children are encouraged to put their own coats on and carry their own belongings. Children walk to and from school with the childminder and practise road safety. Children know that it is safe to cross the road when they see the green man flashing.

Children choose how they want to play and positively engage with learning opportunities. They understand what the childminder expects of them and their behaviour. Children are respectful of the childminder and behave very well in her home and when out in the community. The childminder supports children to consider each other and to develop respectful relationships. For example, young children are reminded to use their 'kind hands and feet'.

Children enjoy being with the childminder. They are confident in the childminder's company. She listens attentively and makes sure that each child feels valued and respected. When children find a picture of bunting in a book, they talk to the childminder about the birthday bunting they will have when they are three. The childminder introduces the inspector to them using a friendly, positive manner. Children confidently include the inspector in their conversations.

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

- Children easily access the available resources as the childminder ensures that she organises the environment to enable children to choose how they wish to play, which supports their independence. Children enjoy exploring small-world resources, colouring, drawing activities and threading games.
- The childminder uses play as an opportunity to introduce children to early mathematics. For example, they count, name colours, identify shapes, and estimate and compare different-sized objects. Children create a game with action figures and a garage. They enjoy pushing items down the ramp on the garage. The childminder encourages children to use different objects on the ramp and asks them why some of them do not fit. Young children understand why and explain as they use language such as 'bigger' and 'smaller', 'taller' and 'shorter'.
- The childminder supports the children to have a love of reading. They sit together on the floor to share books. She gives children plenty of time to look at the pictures and encourages them to talk about what they can see. Children are taught how to handle and manage books as they share them with the childminder. They find a book that unfolds like a concertina. The childminder shows them how to unfold and fold it so that they can see the pictures and read

the story.

- The childminder finds out from parents what experiences their children have at home. She uses this information to give children new experiences. For example, most children do not have the opportunity to use public transport. Children go on trips with the childminder to the shops and museum, using the bus and train. They enjoy exploring the wider community.
- The childminder builds very positive relationships with parents and shares information with them about their children's learning. Parents comment that children have varied experiences with the childminder, to enhance their learning and development. They comment that their children's social skills have improved and developed since they started with the childminder. Parents feel confident that their children are safe and very well cared for by the childminder.
- The childminder carefully observes and assesses children as they play. However, play is not consistently planned to challenge children's learning further through everyday play and experiences.
- The childminder completes training to support what she does with the children. She recently completed a course on developing children's curiosity. This has supported her to give children the time and opportunity to find things out for themselves. For example, the tabletop pencil sharpener that children were using breaks and they ask the childminder if they can look inside to see what has happened. The childminder uses this as a chance to show children the cogs inside that make the pencils sharp.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the signs and symptoms of abuse and who to report any concerns to. She undertakes regular safeguarding training. The childminder recognises the importance of making sure that her knowledge is up to date. She carefully supervises the children in her care, indoors, outdoors and when on trips away from her home. She has a safeguarding policy which includes information about children accessing the internet safely, which she applies stringently. The childminder completes accurate accident records of any injuries that may happen and completes regular risk assessments to help her to keep children safe.

## What does the setting need to do to improve?

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

- develop the curriculum further to meet the individual learning needs of all children.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY430955                                                                          |
| <b>Local authority</b>                             | Leicestershire                                                                    |
| <b>Inspection number</b>                           | 10071010                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 9                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 8                                                                                 |
| <b>Date of previous inspection</b>                 | 12 January 2015                                                                   |

## Information about this early years setting

The childminder registered in 2011 and lives in Glen Parva, Leicester. She operates all year round from 6.20am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Karen Siddons

### 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 setting.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector observed the childminder completing an activity with children.
- The inspector spoke to parents to gather their views.
- The childminder provided the inspector with a sample of key documentation, including evidence of the suitability of household members.

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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