

Childminder report

Inspection date: 8 June 2023

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

The provision is good

Children respond with smiles and giggles as the childminder interacts with them in a warm and supportive way. They show they have developed secure attachments as they readily approach the childminder for cuddles and reassurance. Young children are learning about feelings as the childminder talks to them about 'happy' and 'sad' faces, and she listens to older children as they talk about their day. The childminder supports children's emotional well-being. She frames their artwork and displays it on the wall and asks parents to write 'proud clouds' about what children have done well at home. Children learn to behave well. They know the routine and what the childminder expects of them. Young children develop concentration skills, which helps them to learn and persist.

Children develop their physical skills, inside and outside, as they play jumping games and join in actions to familiar songs they sing with the childminder. Young children develop their hand-eye coordination as they throw beanbags into a basket. The childminder helps them to notice what happens when they throw the beanbag gently or harder. Children are learning to make marks as they press the handle of a small rolling pin into play dough. The childminder furthers their learning as she describes the shapes they make and helps them to count the number of circles they have made.

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

- The childminder is ambitious for all children. She provides children with a wide range of experiences to develop their self-esteem and support their learning.
- When children first start attending the setting, the childminder talks to parents about children's routines, likes and interests. She observes what children know and can do and sensitively supports them. Consequently, children settle well and are making good progress.
- The childminder plans activities that link to what children need to learn next and help them further develop their knowledge and skills. However, the childminder sometimes attempts to teach ideas that are too complicated for young children to grasp, such as the number of sides of a shape, when they are still learning the concept of counting.
- The childminder supports children to develop their language skills. She engages in conversation with children as she talks about what they are doing as they play. The childminder uses words such as 'in' and 'out' as children play with toy animals in a barn. This helps children to develop their vocabulary and extend their understanding.
- The childminder provides lots of books for children to choose from. She reads picture books with young children and encourages them to turn the pages as she points to fish and other sea creatures. Children develop a love of books as

they learn new words and develop a sense of wonder about the world.

- Children learn about how to keep themselves healthy. The childminder provides healthy snacks and encourages parents to provide healthy foods in children's lunch boxes. She asks parents to provide toothbrushes and toothpaste and helps children to learn about the importance of brushing their teeth after they have eaten.
- The childminder supports children to develop their independence skills. She encourages them to tidy up when they have finished playing and helps young children to put the lid back on the pot of play dough. Children readily join in singing a song about tidying up as they put toys away.
- The childminder supports children with additional needs. She adapts her approach to meet their needs, and children respond well. The childminder carefully considers how to enable children to engage in play and actively supports them to join in group activities, such as singing songs and nursery rhymes, in a way that works for them.
- The childminder works closely with parents. She lets them know what their children have been doing and learning and gives them ideas about how they can further support their children's learning at home. Parents say that their children are progressing well, and they can see what their children have learned. For example, they are able to identify colours. The childminder asks parents for feedback to enable her to improve the care she provides.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands how to recognise possible signs of abuse and neglect. She knows what to do if she is concerned about a child's well-being. The childminder is aware of the importance of internet safety and talks to older children about how they can keep themselves safe online. She sends leaflets to parents about the importance of internet safety for young children. The childminder keeps the premises safe by securing external doors and carrying out regular risk assessments. She attends regular safeguarding training and is aware of the 'Prevent' duty.

What does the setting need to do to improve?

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

- strengthen teaching to closely link interactions to children's abilities and the most relevant next steps in their learning.

Setting details

Unique reference number	EY447264
Local authority	Leicestershire
Inspection number	10280776
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	7
Date of previous inspection	19 September 2017

Information about this early years setting

The childminder registered in 2012 and lives in Barwell, Leicestershire. She operates from Monday to Thursday, 8am to 5.30pm, term time only. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector
Ann Carter

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 and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The inspector and the childminder had a learning walk together.
- The inspector looked at relevant documentation.
- The inspector spoke to a number of parents during the inspection and took account of their views.

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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