

Childminder report

Inspection date: 12 February 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and safe in the childminder's home. There are clear routines in place, which helps children to feel secure as they know what is happening next. Children are encouraged to be independent and the childminder has high expectations of them. They know that before snack time they need to tidy up and help their peers to put toys away in the correct place. They wash their hands in the sink and sit down at the table without being prompted. Children say 'please' to each other when sharing fruit out to eat and smile as the childminder praises them for having good manners.

Children are engaged and motivated to learn. They confidently ask the childminder for toys they would like to play with. Later, they go to the childminder to show her what they are playing with and she joins in with their learning skilfully. She talks to them about their play and extends their ideas. Children are supervised well and know how to keep themselves safe. For example, when using plastic knives to cut play dough, the childminder models to children how to hold the knife safely. Children are then given the opportunity to have a go themselves and are delighted when they succeed.

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

- The childminder follows the children's interests and talks to them about the experiences they have had at home. For example, children are curious about ducks in a book and the childminder takes them to feed the ducks at a local park. When children showed a particular interest in animals, the childminder took them to visit the zoo. They got to see different kinds of animals and find out what they eat. Back at the childminder's home, children have opportunities to play with a small world zoo to consolidate their learning. However, opportunities for children to explore further resources to enhance their play are missed.
- Children enjoy looking at books with the childminder. They cuddle up to her as she reads the story 'Dear Zoo' and they guess which animal comes next in the story. She asks children if they can identify the animals and what noises they make. She models and reinforces clear speech to the children. This supports the development of children's communication and language skills.
- The childminder provides activities to support children's early mathematical development. For example, children make shapes with play dough and use plastic tools to cut shapes in half. Children benefit from the childminder's good-quality interactions. For instance, as she talks to the children about what they have made and offers challenge depending on children's individual needs. She asks children to match shapes they have made to plastic cutters and talks about the different colours they can see.

- The childminder gives children opportunities to learn about cultures familiar to them, such as Christmas and Pancake Day. She shares the children's experience of visiting Father Christmas and making Christmas pictures. However, there are few opportunities for children to learn about different people and cultures to enhance their understanding of the world around them.
- Parents are happy with the care the childminder provides. They receive daily updates with photographs that show what their child has been doing. Parents are regularly informed about their child's development and what their next steps are. The childminder also speaks to the other settings children attend to ask for their views on their development and progress.
- The childminder has attended a range of training to further her development. She has strong links with other childminders in the local area. They share ideas and resources together and attend local groups, providing opportunities for children to interact with peers of a similar age. She attends meetings arranged by her local authority to ensure her knowledge of the curriculum and assessment is always kept updated.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of safeguarding issues and knows the signs and symptoms of abuse to look out for. She has a safeguarding policy in place which contains contact details the childminder may need to refer to. The childminder has a good understanding of wider safeguarding concerns, such as 'Prevent' duty and female genital mutilation. She attends safeguarding training regularly to ensure her knowledge is always updated. The childminder supervises children well and has risk assessments in place to keep children safe on visits around the local area. The childminder has completed paediatric first aid training.

What does the setting need to do to improve?

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

- provide further opportunities for children to learn about people and other communities different to their own
- consider how the use of further resources would enhance children's play opportunities.

Setting details

Unique reference number	EY457968
Local authority	Leicestershire
Inspection number	10075357
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	7 July 2016

Information about this early years setting

The childminder registered in 2013 and lives in Burbage, Leicestershire. She operates all year round from 7.30am until 5pm on Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Emily Lofts

Inspection activities

- The inspector observed the childminder completing an activity with children.
- The childminder talked to the inspector about how she organises the curriculum and monitors children's progress.
- The inspector spoke to children at appropriate times during the inspection.
- Written feedback from parents was read to take into account their views.
- The childminder showed the inspector the areas of the home she uses for childminding.
- The inspector reviewed relevant documentation and evidence of the suitability of persons living in the household.

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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