

Childminder report

Inspection date: 25 June 2024

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 settled in the care of the calm and nurturing childminder. They have access to a rich variety of resources to support their independent learning and are confident to access the toys they want to play with. Children snuggle up to the childminder for cuddles and to read books together, showing they feel safe and secure in her care. The childminder knows the children well and uses her knowledge of how children develop to monitor and assess what they can do. The childminder carefully considers children's next steps in their learning when planning the curriculum. She provides activities that interest the children, meaning they are highly engaged.

Children relish their time outdoors. For example, after reading a story about a hungry caterpillar, they discover caterpillars, cocoons and butterflies which the childminder has hidden around the garden. The childminder helps children to develop early counting by asking them how many they found. The childminder builds on children's language skills by introducing new vocabulary such as 'whisk' and 'swirl'. Children copy these new words and use them in their play as they make ice cream for the hungry caterpillar. Children use a variety of mark-making tools such as paintbrushes and chinks to design their own giant butterfly. This supports children's physical development and early writing skills.

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

- The childminder supports children's communication and language well. They sing songs and engage in two-way conversations. Children excitedly reach for books, and eagerly listen to familiar stories as the childminder reads with enthusiasm. She gives children time to finish sentences in stories and asks them questions about what is happening. This contributes to helping children to develop their thinking skills.
- The childminder teaches children about the life cycle of a butterfly, and they observe caterpillars changing. Children use books and resources to complement this experience to help them understand the sequencing of the different life stages. The childminder promotes good listening skills as she asks children to stand still like a cocoon, wriggle like a caterpillar and fly like a butterfly, allowing children to develop their large physical movements.
- Children with special educational needs and/or disabilities (SEND) are supported well. The childminder makes referrals to other agencies to gain advice and guidance. She works well with other professionals and makes adaptations to the curriculum to meet children's individual needs. All children, including those with SEND, make good progress from their starting points.
- The childminder encourages children to be independent. The childminder supports younger children to wipe their noses, and older children are able to put

on their own shoes. Children use a knife and fork to cut up their own fruit at snack time. The childminder praises children, which contributes to their sense of achievement.

- Children follow daily routines such as washing their hands before mealtimes. However, the childminder does not always help children to gain a greater awareness of why we do things to support their good health, for example why we wash our hands or use sun cream.
- The childminder places a strong focus on giving children rich first-hand experiences. For example, they regularly attend a local playgroup and a childminding network group, along with trips to the library, zoo and space centre. This helps to build on children's experiences and develops their social skills.
- Parent partnership is strong. The childminder gathers valuable information about children before they start, such as their family background, likes and routine. The childminder uses this information to build strong relationships with children and their families. The childminder provides parents with regular updates about their child's development. Parents comment that the childminder has enabled their children to be confident and independent.
- The childminder has high expectations for children's behaviour. Children behave well because they know what is expected of them. The childminder models how to behave, which helps children learn how to interact with others. Children are kind and share with each other during their play. For example, children work together to park the toy car in the garage and share the toy handcuffs as they pretend to be police officers.

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:

- make the most of daily routines to prompt discussion with children to support their understanding of healthy lifestyles.

Setting details

Unique reference number	EY461121
Local authority	Leicestershire
Inspection number	10337170
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	0 to 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	6 July 2018

Information about this early years setting

The childminder registered in 2013. She lives in Elmesthorpe, Leicestershire. She operates all year round from 7.30am to 6pm, Monday to Friday, except during bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Ali Lancaster

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided written views from parents of the setting to the inspector.
- 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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