

# Childminder report

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Inspection date:

14 October 2019

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

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Previous  
inspection

Inadequate

## Summary of key findings

### This provision meets requirements

- The childminder has addressed the actions set at her last inspection. She has a clear understanding of her role and responsibility to safeguard children and the procedures to report any concerns or allegations to the relevant authorities.
- The childminder explains how she intends to monitor and assess children's learning to support them to make progress. She described how she will deliver a broad curriculum based on children's interests.
- The childminder has a number of toys and resources available in her home to support children's learning. She intends to update and replace toys as required, to meet children's changing needs and interests.
- The childminder understands what may present a hazard to young children and takes steps to remove or minimise potential risks. She creates a safe home for children to play and learn. The childminder maintains adult-to-child ratios and holds public liability insurance.
- The childminder recognises the value of working in partnership with parents and other professionals to help ensure consistency in children's care and learning. She discusses how she plans to share information about children's progress with parents and help them to support children's learning at home.
- The childminder understands how to reflect on the quality of her practice to identify areas for further development. She recognises the need to continue to improve her skills and knowledge.
- The childminder understands how to manage children's behaviour. She recognises the need to teach children to be independent and to help them to develop their confidence and self-esteem. She recognises the value of teaching children about the diverse world in which they live.

There were no children present when this inspection took place. The findings in this report are based on evidence gathered from discussions with those who care for the children and an inspection of the premises, equipment and relevant documentation. Where there are no children present, no judgement is made on the quality of the early years provision as there is no reliable evidence on which to assess its impact on children. The report states whether the provider continues to meet the requirements of registration.

## Setting details

<b>Unique reference number</b>	260320
<b>Local authority</b>	Leicester
<b>Inspection number</b>	10114082
<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</b>	1 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	4 June 2019

## Information about this early years setting

The childminder registered in 2001 and lives in Leicester. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Teresa Lester

### Inspection activities

- The inspector viewed the resources and the areas of the childminder's home that are used for childminding.
- The inspector discussed with the childminder how she intends to deliver the educational programmes for children and how she intends to support children's progress and undertake observation, assessment and planning.
- The inspector reviewed relevant documentation and evidence of the suitability of persons living in the household, and the childminder's qualification certificates.
- The inspector asked the childminder questions throughout the inspection to establish her understanding of how to safeguard children.

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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