

# Childminder report

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Inspection date:

3 December 2019

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

**This  
inspection**

**Met**

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Previous  
inspection

Not Met (with actions)

## Summary of key findings

### This provision meets requirements

- The childminder understands the importance of building strong and effective partnerships with parents. She knows to share assessments of their children's progress regularly, and to involve them in helping to set the next steps for their children's future learning. The environment is maintained effectively and provides a range of resources and activities which are appropriate for children's ages and stages of development.
- The childminder has a secure understanding of the learning and development requirements of the early years foundation stage. She demonstrates an understanding of how to carry out the required progress check for children aged between two and three years old.
- The childminder understands the importance of forming secure relationships with children to support their emotional well-being. She described how she plans to help children settle into the setting.
- The childminder has recently completed training to help her understand the new educational inspection framework. She knows to keep her professional development up to date.
- The childminder understands how to manage children's behaviour. She recognises the need to teach children to be independent and to help them develop their confidence and self-esteem.
- The childminder understands how to plan physical activities to help support children's growing understanding of how to keep themselves healthy.
- The childminder understands her responsibility to safeguard children. She is confident of the procedures to follow should she be concerned about the welfare of a child in her care. The childminder has completed safeguarding training to extend her knowledge. She has all the required documentation in place to promote children's safety and well-being.

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>	226789
<b>Local authority</b>	Leicester
<b>Inspection number</b>	10119292
<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>	0 to 0
<b>Total number of places</b>	6
<b>Number of children on roll</b>	0
<b>Date of previous inspection</b>	4 June 2019

## Information about this early years setting

The childminder registered in 1993 and lives in Evington, Leicester. She operates all year round from 8.30am to 5pm, Monday to Friday, except for family holidays.

## Information about this inspection

### Inspector

Sue Riley

### Inspection activities

- The inspector discussed with the childminder how she intends to deliver the educational programmes for children and undertake observation, assessment and planning.
- The inspector discussed the policies and procedures with the childminder and reviewed documentation that she will use when caring for children.
- The inspector toured the areas of the premises used by children and discussed the equipment and toys available.
- The inspector discussed the safeguarding and welfare requirements with the childminder and took into consideration the suitability checks.

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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