

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 well settled and content in this welcoming and friendly home that the childminder promotes. Children demonstrate that they feel safe and secure. They move around the rooms with confidence from an early age and self-select toys they want to play with. Children behave well, are eager to join in activities and have a positive attitude to their learning.

The childminder has high expectations for all children she cares for. She provides them with activities that capture their interest and encourage them to play. Children play with the dinosaurs and display high levels of engagement and motivation in their play. They sort the dinosaurs by colour and size and look closely at the dinosaur's big sharp teeth. Children's imagination is good. They excitingly stomp around and roar as they pretend to be a dinosaur. Children giggle and laugh and show that they are happy and thoroughly enjoying this experience.

Children have strong attachments to the childminder and often go for cuddles of reassurance. This helps to support their emotional well-being. The childminder is kind and nurturing and speaks to children with genuine care and respect. She provides praise and encourages them to take pride in their achievements. This also helps to build their self-esteem and confidence.

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

- The childminder reflects on her practice to identify ways to improve children's learning. Since her last inspection, the childminder has reorganised the storage of the toys and resources. Children have more space to move and develop their own play ideas. However, the childminder's continued professional development is not focused closely on what will help to further improve the quality of education, to support children's learning and development to the highest level.
- The childminder organises her curriculum well. She lets the children take the lead in their play. She provides activities that enhance their learning and follows children's interests. The childminder knows the children well and understands what she needs to do to help them move on to the next stage in their learning. For example, she talks to children about size, colour and shape to support their mathematical development. The childminder helps them to count with confidence and match and sort as they play with toy cars and trucks. She makes mental notes for herself, which helps her to identify any gaps in children's learning and plan focused activities to ensure their good progress.
- The childminder supports children's language and communication skills well, overall. For example, she uses good eye contact with children and provides them with a running commentary of what they are doing. She speaks clearly and introduces new words, such as 'squashy' and 'soft,' to help explain how the

dinosaur feels. This helps to extend children's vocabulary and their understanding. However, on occasions, the childminder does not support children's thinking and speaking skills fully. She often asks too many questions and does not give children enough time to think and respond to these.

- The childminder has established good working relationships with parents. She gathers information from parents about what their children know and can do, and what their child's current experiences are at home. The childminder extends these experiences effectively to help children's future learning. For example, children benefit from regular visits to toddler groups and the library. This supports their social interactions and they develop a sense of understanding about their local community. Additionally, they feed ducks and visit garden centres to learn about animals.
- The childminder understands children's individual routines and ensures that their health is promoted well. Children have daily access to outdoor play. The childminder regularly takes them to local parks, woodlands and centres. These opportunities help children to develop their physical skills and safely take risks, for example as they play with large climbing equipment.
- Children develop their independence and personal care skills. They feed themselves during snack time and help themselves to their drink. Children also develop a sense of belonging as they help the childminder to tidy away their toys.
- Children behave well. The childminder sets high expectations for behaviour and shows respect for children's preferences. She sets clear, age-appropriate and consistent boundaries for children. The childminder is a good role model for positive behaviour. Children use good manners from an early age and are learning to take turns and share the toys.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to keep children safe from harm. She has a good knowledge and understanding of how to safeguard children. She knows the procedures to follow and who to contact if she has a concern about a child's welfare or if an allegation is made against herself or her family. The childminder has attended training to update her knowledge of the wider issues related to safeguarding children. She maintains a safe environment and carries out checks daily to remove any hazards from the home, to ensure the children play safely.

What does the setting need to do to improve?

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

- give children more time to think and respond to questions asked to support their

speaking and critical thinking skills

- develop skills and knowledge to enhance the quality of education for children so that they learn as much as possible.

Setting details

Unique reference number	225855
Local authority	Leicestershire
Inspection number	10064526
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	22 July 2016

Information about this early years setting

The childminder registered in 1991 and lives in Hinckley, Leicestershire. She holds an early years qualification at level 3. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Jan Hughes

Inspection activities

- The inspector carried out a learning walk with the childminder and discussed how she delivered her curriculum. She spoke to the children at appropriate times throughout the inspection.
- The inspector observed the quality of education provided by the childminder and assessed the impact this has on children's learning and development.
- The inspector completed a joint evaluation of an activity with the childminder and held discussions with her about the children's learning intentions.
- The inspector took account of parents' views through reviewing a sample of their written feedback.
- The inspector reviewed a range of documentation, including the childminder's training certificates, insurance policy, records of attendance and safeguarding policy. She looked at evidence of the suitability of the childminder and other 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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