

# Childminder report

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Inspection date: 13 February 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 enjoy their time with the childminder, who provides a loving, stimulating and safe environment. They have access to a range of resources and activities that follow their interests, such as dolls and block play. The childminder has high expectations of children, and consequently they behave well and care for each other. For example, they help to tidy away and take turns to cut cakes in the play kitchen. Children benefit from opportunities to socialise with others. They make new friends at the different groups they visit with the childminder.

Children progress well in their learning and development. They deepen their knowledge and understanding of the world around them. For example, they learn about different animals as they play with small toy animals. As older children play with vehicles, they discuss what an ambulance is for, and talk about people who help us. Children develop their physical skills as they stick paper with glue. Older children draw and younger children make marks with crayons.

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

- Children are happy and settle quickly. The childminder is sensitive to children's needs, which fosters their security and emotional well-being. She is attentive to the children, helping them learn how to be independent and healthy.
- Children enjoy a wide range of activities and are becoming confident and inquisitive learners. They build warm, trusting relationships and are well behaved. The childminder encourages children to think through their emotions and helps them to understand how they feel. Children receive regular praise from the childminder which helps to boost their self-esteem.
- Children enjoy cuddling up to the childminder to listen to stories. They join in with 'wow' noises to show their excitement and enjoyment. When reading the story, they discuss the pictures, the feelings of the characters and make links to personal experiences. This provides early literacy skills to prepare children for the next stage in their learning.
- The childminder plans a broad range of activities to cover the curriculum. She has a good knowledge of how children develop and uses a variety of effective strategies to extend play experiences. However, opportunities and ways to promote mathematical thinking are not consistently supported.
- Children develop their understanding of language as they listen to the childminder's explanations. They respond to questions and engage in conversations. However, the childminder does not always simplify language to support younger children's communication skills.
- The childminder helps children to learn about healthy lifestyles. For example, children take part in regular outdoor play to make sure they get plenty of fresh air and exercise. They visit the local soft-play venue to help develop their

balance and coordination skills. This gives children opportunities to engage in different types of physical play that they may not otherwise experience. Children take part in good hygiene routines, such as washing their hands to help them understand about germs.

- The childminder finds out about children's routines, interests and experiences from parents before they start. She works hard to be flexible and meet the needs of parents. This enables children to settle well. The childminder offers advice to parents and shares information to provide continuity in children's learning. She keeps parents well informed about their child and their well-being.
- The childminder regularly meets up with other local childminders to gather information and share ideas and suggestions. This enables her to keep herself up to date with changes and new activities for children.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding and wider child protection issues, including internet safety and the 'Prevent' duty. She regularly keeps herself up to date with any changes through appropriate training. The childminder is clear of her responsibility to keep children safe. She has a good understanding of the signs and symptoms that may indicate a child is at risk of harm. The childminder is confident about her procedures and knows what to do if she has any concerns. She understands the importance of health and safety and completes regular risk assessments.

## **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 to promote speech development in the youngest children
- develop ways to promote children's mathematical thinking and understanding to help them to make even better progress.

## Setting details

<b>Unique reference number</b>	220320
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10072590
<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 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	6 January 2016

## Information about this early years setting

The childminder registered in 1998. She lives in Market Harborough in Leicestershire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for four-year-old children.

## Information about this inspection

### Inspector

Donna Edwards

### Inspection activities

- The inspector held a discussion with the childminder to understand how the early years provision and curriculum are organised.
- The inspector viewed the play spaces and observed interactions between the childminder and children.
- The inspector reviewed a sample of the childminder's documentation, including policies and procedures, training certificates and suitability of all household members.
- The inspector took part in a joint evaluation of an activity and talked with the childminder about children's development and progress.
- The inspector took into account the written feedback of parents.

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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