

# Childminder report

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Inspection date: 9 November 2021

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| <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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|                           |             |
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| Leadership and management | <b>Good</b> |
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| Overall effectiveness at previous inspection | Inadequate |
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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 childminder's care. They show confidence as they explore the environment easily and in safety. Children choose how they want to play from the range of age- and stage-appropriate play activities and equipment. Two-year-old children enjoy the feel of jelly in their hands and show good coordination as they use a spoon to scoop it into a bowl. One-year-old children show delight as they find leaves and conkers hidden in the jelly.

Children have good opportunities to explore the outdoors. They use their large-muscle skills well as they scoot along on wheeled toys in the garden. Two-year-old children show great skill as they manoeuvre these in and around the equipment. One-year-old children show curiosity as they explore what happens to the chalks when they put them in the water. The assistant tells them that the chalk is 'floating' and then shows them that a conker 'sinks' when it is put into the water. Children laugh with delight at this. All children enjoy digging in the sand and using tweezers to pick up leaves and twigs that have been placed in it.

Children's needs are well met as the childminder and her co-childminder work closely with parents to find out all they can before a child starts with them. They know that many children have had fewer social activities during the COVID-19 pandemic. Children have many opportunities to develop their social skills, not only at the childminder's setting, but also at stay-and-play groups and outings in the community. They have good behaviour and listen to and follow instructions well.

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

- Since the last inspection, the childminder has taken positive steps to improve the service she offers to children and their families. She, her co-childminder and assistants have completed some training to develop their skills. This has started to have an impact on the children's learning to help them make the progress they are capable of. Furthermore, she ensures that risk assessments are robust and that all those working in the setting have a secure understanding of how to keep children safe from harm.
- The childminder and her co-childminder observe and assess children's progress and plan what children need to learn next. They provide children with an interesting curriculum that enables them to have fun while they learn. However, during children's play, they do not always help them to extend on what they know and can do. For example, during an outdoor activity, the childminder and her co-childminder do not adapt their practice to the different age ranges of children who are taking part.
- The childminder knows children well. She works well in partnership with parents to establish children's individual needs before they start in her care. From this,

she has learned that many of the children have few opportunities for messy play to support their sensory experiences. Messy play is on offer to children every day to enable them to explore using their senses and stimulate their imagination.

- Children are supported to behave well. The childminder, co-childminder and assistant help children to learn how to share and take turns. During jelly play, they remind the children to 'wait for their turn' while others scoop jelly out of the pot.
- Overall, the childminder, her co-childminder and her assistant help children to develop good communication and language skills. They introduce children to new words, such as 'splodge' and 'slimy'. However, sometimes, they forget to make use of opportunities where they can model language to support the development of speech further. For example, when children are using tweezers to get leaves out of jelly, they do not comment on what the children are doing or ask questions to explore their understanding.
- Children are taken on regular outings in the community, for example, to explore the changing seasons and to meet new people. They have opportunities to play with small-world equipment, such as fire engines and police cars, that teach them about the jobs of others. However, there are few opportunities for children to recognise, respect and value how they differ from, or are similar to, other people.
- The childminder, co-childminder and assistant help children to become independent as they encourage them to take off their own coats and shoes after outside play, pour their own drinks at snack time and manage their personal needs unsupported. These skills help children in readiness for their next stage in learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder, her co-minder and assistant have a good understanding of how to keep children safe from harm. They attend regular child protection training and talk about changes in safeguarding practice to ensure their knowledge is up to date. All adults working with children know what to do should they suspect a child is at risk of harm. This includes any harm that may be caused by adults working with children. Risk assessments are thorough and ensure that any identified risks are managed effectively to keep children safe. The childminder has a robust recruitment and vetting procedure in place to ensure all those working with children are suitable.

## What does the setting need to do to improve?

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

- strengthen teaching strategies to consistently challenge all children even further during their play
- use every opportunity to model and use language to enable every child to make even better progress in their spoken skills
- provide children with more opportunities to build on their understanding of the similarities and differences between themselves and others in the wider community.

## Setting details

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|--|---|
| <b>Unique reference number</b>                     | EY376196  |
| <b>Local authority</b>                             | Leicestershire                                      |
| <b>Inspection number</b>                           | 10203291  |
| <b>Type of provision</b>                           | Childminder   |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>                               | Childminder   |
| <b>Age range of children at time of inspection</b> | 1 to 10   |
| <b>Total number of places</b>                      | 18  |
| <b>Number of children on roll</b>                  | 28  |
| <b>Date of previous inspection</b>                 | 28 June 2021  |

## Information about this early years setting

The childminder registered in 2008 and lives in Burbage, Leicestershire. The childminder works with another childminder and an assistant. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Alexandra Brouder

## Inspection activities

- The inspector observed the quality of the interactions between the childminder, her co-childminder, assistant and children, and assessed the impact this has on children's learning.
- A joint observation of an activity was completed. The childminder and the inspector discussed the quality of education.
- The childminder and the inspector had discussions to help them understand how the early years provision and the curriculum are organised.
- The inspector reviewed documentation, including accident forms, medication forms, and records to show the suitability of adults who work with children or live on site.
- The inspector took account of parents views' through written testimonies.
- 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 childminder and have taken that into account in their evaluation of the setting.

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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