

# Childminder report

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Inspection date:

9 December 2021

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

**This  
inspection**

**Met**

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Previous  
inspection

Not applicable

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Children are happy to see the childminder when she collects them from school. She greets them with a smile and helps them with their coats and bags. Children chat to the childminder about how their school day has gone. She listens intently to the children, showing interest in their day and asking meaningful questions. For example, she asks them about their Christmas performances and encourages them to share their experiences. As children walk from school to the childminder's home, they practise road safety and know not to walk too far ahead. The older children hold hands with the younger children. All children wait patiently to cross the busy road.

Children show respect and kindness to one another and to the childminder. The childminder is attentive and makes sure that each child feels valued and respected. Children are comfortable in their surroundings and safely engage in a wide range of activities that are freely available to them. They have a positive attitude towards the activities the childminder plans for them. Children behave very well in the safe and secure environment. The childminder has high expectations of children's behaviour, for example they are gently encouraged to sit safely on chairs for snack time.

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

- The childminder finds out about the experiences and interests children have at home and school, and includes these in her planning. For example, children who like craft activities are supported with a wide range of resources, children who like to build and play with cars eagerly choose the vehicles and track they want to use.
- The childminder encourages children to work together. Children build good relationships with each other and the childminder. The childminder encourages children to have a go themselves. This supports children's learning. For example, children experimenting with the speed a toy car needs to go to 'loop the loop' in the track they have made, are encouraged to try different solutions. The childminder asks the children questions to develop their thinking skills. For instance, she supports them to explore the car launcher they find in the car box to help them to understand how it makes the cars go faster.
- The childminder supports children to share and be thoughtful towards each other. For example, during a craft activity, the children are given a wooden bauble to decorate, the childminder explains that there is only enough baubles for one each. When children ask for a second bauble the childminder asks them to talk to their friends and negotiate about left over baubles. Children are valued, and their opinions are listened to and taken account of.

- The childminder has positive relationships with parents and school staff. Parents talk highly of the care their children receive. The childminder has developed strategies to communicate with parents each day. For instance, when parents collect their children from the front door, the childminder shares information with them about their child's day and passes on messages from school. Parents say they would recommend the childminder, they comment that their children are happy and miss the childminder on days they do not attend.
- Children are confident to ask the childminder questions, which she answers with warmth and encouragement. The childminder shares information with the children, for instance, she explains who the inspector is and why she is visiting them and she encourages the children to talk to the inspector. Children say they like being at the childminder's, they say she listens to them and is interested in what they do at school and at home.
- The childminder recognises that training supports her to continually develop her practice. She has good working links with other local childminders. She engages with online training and understands the impact this can have on her work with children and parents. For example, the childminder has completed training about children's well-being, to help her to understand children's behaviour and develop ways to support them to understand their own feelings.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge of safeguarding up to date. She understands how to identify any concerns about children's welfare and when to report these to the appropriate professionals. The childminder understands how to keep children safe during the school run and manages this exceptionally well. The childminder understands the possible dangers related to the use of the internet and mobile phones. She talks with children and helps them to understand how to keep themselves safe. The childminder supervises the children well. The childminder checks her home daily and removes any hazards, so it is safe for the children.

## Setting details

<b>Unique reference number</b>	EY562477
<b>Local authority</b>	Leicester
<b>Inspection number</b>	10190843
<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 at time of inspection</b>	4 to 10
<b>Total number of places</b>	2
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018 and lives in South Knighton, Leicester. The childminder offers before- and after-school care and operates term time only from 8am to 9 am and 3pm to 6pm, Monday to Friday. The childminder holds qualified teacher status.

## Information about this inspection

### Inspector

Karen Siddons

### Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of provision during activities indoors and outdoors and assessed the impact this has on children's development.
- The inspector spoke with the childminder and children during the inspection.
- The inspector observed children engaged in a range of activities.
- The inspector accompanied the childminder to collect the children from school.
- The inspector spoke to several parents to gather their views and has taken these into account when evaluating the quality of care offered to 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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