

# Childminder report

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Inspection date: 27 January 2022

<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 leave their parents at the door and settle quickly. They show that they feel safe as they are confident to play and explore with their friends. Children develop positive, affectionate relationships with each other and the childminder. They are eager to include everyone in their games, including the childminder, who encourages their learning enthusiastically. Children share their joy as they laugh, sing and move around this home-from-home setting.

With support from the childminder, the children make choices about what they want to do. The childminder encourages the children to spread out their games in the play space available. Children select the resources that they are interested in. They develop their fine motor skills as they carefully take all the furniture out of the doll's house and rearrange it on the floor. The children work together to reorganise the furniture before putting it back in the house. Children understand boundaries. They behave very well and have good attitudes to learning. When the children are reminded to share or to wait for their turn, they respond very well. This is because the childminder has a consistent, age-appropriate approach to managing children's behaviour.

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

- Since the last inspection, the childminder has continued to reflect on and develop her practice. She gathers information about the children in her care and uses this to plan engaging activities for children of all ages and abilities. She is keen for children to develop the skills they will need to get ready for school.
- The childminder has developed positive relationships with parents. She talks to parents every day, either face-to-face or electronically. She often takes photographs of children engaged in activities and shares these with parents. Parents speak highly of the care offered and attribute their children's positive social development to time spent with the childminder. The childminder asks parents and children for feedback to help her better meet their needs. For example, parents and children recently completed a questionnaire. The questions for children focused on improving the activities they experience. This has resulted in a space being created to enable children to draw a picture of their favourite thing.
- The childminder has good knowledge of the local community and uses this to broaden children's experiences. She understands that not all children have access to outside spaces where they can develop their large physical skills such as running and jumping. Children are taken on regular walks to the park and they often go to soft-play centres together. Children learn about animals and how to care for them. The childminder involves children in taking care of her pet dog. Children demonstrate through their actions that they understand how to be

kind and gentle. They talk about taking the dog for a walk and they giggle when it shakes rain droplets on them as they play.

- The childminder adopts a proactive approach when supporting children's learning and development. When the children ask if they can 'do yoga', the childminder helps them work together to choose a yoga session. She supports children as she joins in with them. She offers gentle encouragement when they struggle, reminding them that sometimes they might need more practice. The childminder is a positive role model and the children often mimic her behaviour. For example, they smile encouragingly when she says that she cannot move into some of the yoga poses and they are quick to try to help her.
- Children are encouraged to be independent as they wash their hands before snack. During snack time, they choose their own piece of fresh fruit and start peeling it, asking for help when needed. The childminder talks to the children about the different fruits they eat. She joins in with them as they line up the orange segments on a plate and begin to count them. She reinforces the correct pronunciation of numbers and colours by repeating these words to children. However, there are times during children's play when their knowledge and understanding could be further extended.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of how to safeguard children and protect their welfare. She knows how to recognise the signs and symptoms of abuse and how to report concerns to the relevant agencies. The childminder has comprehensive risk assessments in place to help keep children safe. For example, she has safety gates at the kitchen doors to prevent children from gaining access and has a thorough pet management policy in place.

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

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

- challenge and extend even further the knowledge that children already have.

## Setting details

<b>Unique reference number</b>	EY392070
<b>Local authority</b>	Leicester
<b>Inspection number</b>	10074239
<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>	2 to 3
<b>Total number of places</b>	3
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	27 July 2016

## Information about this early years setting

The childminder registered in 2009 and lives in Leicester. She operates all year round, from 7am until 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a recognised qualification at level 3.

## Information about this inspection

### Inspector

Karen Siddons

### Inspection activities

- 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 provider and has taken that into account in their evaluation of the childminder.
- The inspector observed the quality of education during activities indoors and assessed the impact this has on children's learning.
- The inspector observed the childminder completing an activity with the children.
- The childminder and the inspector completed a learning walk together.
- The inspector looked at relevant documentation.
- The inspector spoke with the childminder and children during the inspection.
- The inspector spoke to a parent during the inspection and took account of their views.

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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