

# Childminder report

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Inspection date: 31 January 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

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

### **The provision is good**

Children settle quickly in the childminder's home. They demonstrate they feel safe and secure, as they excitedly ask what activities they are going to do. Children have close relationships with the childminder. They confidently chat to visitors and tell them they 'love coming as we get to play outside'.

Children display high levels of independence throughout the day. They take their shoes off when they arrive and confidently put them away. They go to place their own self-registration picture on the door. At lunchtime, children open their own lunch boxes and manage their own food packets. They confidently pour drinks and go to fetch a cloth when they accidentally knock their cup over. The childminder has high expectations of what children can do.

Children behave very well. They are kind and respectful to others. Children comment that they have to take turns to go on the slide outside and say, 'There are two bikes and two of us, so that is one each.' Children learn about healthy and unhealthy foods. The childminder talks to children about the different types of food they have in their lunch boxes and why these are good for them. Children benefit from going out to different parks in the local area. This supports them to develop a healthy lifestyle.

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

- The childminder has a secure understanding of how children learn. She knows, in great detail, what children have achieved for each area of their development. The childminder plans activities to continue to develop children's skills. She finds out about children's home experiences. The childminder takes children to the library to borrow books written in dual languages. This supports children who speak English as an additional language. Children learn new words to help them to communicate with their friends.
- The childminder finds out what children are interested in and plans an engaging curriculum. For example, she notices that children are interested in finding out about different birds on their walk home from pre-school. Children show visitors photos of the different birds they have seen so far. The childminder supports children to make bird feeders and helps them to find out about what different birds like to eat. Later, children gasp in excitement as the childminder shows them a bird's nest. Children carefully consider how the birds get into the nest and what the bird has used to make the nest. This helps children to find out about the world around them.
- The childminder interacts with children throughout the day. She asks them questions as they play and supports their learning well overall. However, she does not always use opportunities to promote further discussion with children.

This means that, sometimes, children do not have the opportunity to fully express their thoughts and ideas before the childminder moves the discussion on.

- Parents are very grateful for the care the childminder provides. Some of the parents comment that they send their children to the childminder as she cared for them when they were small. They value the trusting relationship they have with the childminder and state that they would not hesitate to recommend her to other parents. Parents comment they have noticed how independent their children have become since being cared for by the childminder.
- The childminder encourages children to develop their number skills. She incorporates counting into many everyday routines and activities. Children count shoes as they put them into the box when they arrive. At lunchtime, they count how many bites of a sandwich they have eaten before they have finished. Children excitedly talk about their upcoming birthdays. The childminder encourages them to think about how old they will be this year, and next year when they are a year older.
- The experienced childminder is keen to continue to improve her skills. She recognises that she now understands, at a greater level, what she needs to inform Ofsted of. The childminder sets herself clear targets to help her to decide what aspects of her practice she needs to develop further.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to protect children from harm. She understands the signs and symptoms of abuse. The childminder understands what female genital mutilation is and her role in protecting children from this. She has a safeguarding policy she uses to help her if she needs guidance on whether she needs to report a concern. The childminder regularly checks the website of her local authority to check for any safeguarding updates. The childminder is qualified in paediatric first aid. She completes detailed accident records and makes sure that parents are informed.

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

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

- promote more discussion to allow children to express their ideas and thoughts even further.

## Setting details

<b>Unique reference number</b>	226739
<b>Local authority</b>	Leicester
<b>Inspection number</b>	10090901
<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 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	17 December 2018

## Information about this early years setting

The childminder registered in 1992 and lives in Leicester. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Emily Lofts

### 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 childminder and has taken that into account in their evaluation of the setting.
- The childminder spoke to the inspector about her intentions for children's learning.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector viewed written feedback from parents 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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