

Childminder report

Inspection date: 23 March 2022

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

What is it like to attend this early years setting?

The provision is good

Children learn to be independent. They know where to find their favourite toys and they happily make choices about what they want to play with. Children have a warm and affectionate relationship with the caring childminder. They sit alongside her as they draw pictures of teddy bears. They ask the childminder to draw with them, instructing her on what to do in order to draw a teddy bear that is the same as theirs. The childminder asks the children to tell her what shapes she needs to draw to make the teddy's head and body. She encourages them to count how many legs and arms the teddy bear needs.

Children are learning to be resilient and keep trying. When they become frustrated that the scissors they are using 'do not work properly', the childminder supports them to hold the paper flat, so that they can cut it. When they are successful in cutting out a picture that they have drawn, she praises them. The childminder has clear rules for children's behaviour. Children are learning to respect these. When they challenge house rules, such as climbing on the furniture, the childminder encourages them to think about the possible consequences of their actions. Children tell her that they could fall and hurt themselves.

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

- The childminder knows the children in her care well. She regularly observes them as they play and uses the information gained to plan appropriate activities to support their development. The childminder provides parents with regular updates on their child's progress. She uses an online learning journal to share photos, observations and next steps in children's development with parents.
- The childminder extends children's language, communication and mathematical development well. She questions children to encourage them to recall how to make play dough. Children name all of the ingredients that they will need. As they make the play dough, the childminder encourages them to measure the amount required of each ingredient.
- The childminder helps children understand what makes them unique and special. Children learn about the countries that their extended family live in and the celebrations and traditions of different people that live in the community.
- The childminder supports children to learn to be respectful of each other. She challenges any stereotypical ideas that children may have. When children comment that one ride at the fair is only for boys, the childminder talks to them about how anyone can go on the rides at the fair, they just have to be tall enough to safely use them.
- The childminder works in partnership with the other settings that children attend. She finds out what the children in her care are learning about at nursery. Currently the children are learning about spring. The childminder plans activities

around the theme to help children extend their understanding. Such as learning about the different types of flowers that grow and the names of baby animals that are born during this time of year.

- The childminder uses the daily school run to help children learn how to safely cross the road. Children explain that they need to push the button on the pedestrian crossing and wait for the green man and all the traffic to stop moving before crossing. However, the childminder does not help children to understand who to tell when something that they see online at home scares them, to further develop their understanding of personal safety.
- The childminder supports children to take care of their own personal hygiene needs. Children help themselves to tissues when they sneeze. Once they have wiped their nose, they dispose of the tissue in a bin and use antibacterial hand gel to clean their hands. They explain to the inspector that they need to rub the gel all over their hands, including in between their fingers to ensure that they kill the germs that hide there.
- During the school holidays, the childminder takes children on regular visits to local parks. However, during term time children get very little opportunity to be physically active and play outdoors in the fresh air.

Safeguarding

The arrangements for safeguarding are effective.

The childminder updates her safeguard training regularly and understands her responsibility to keep children safe. She discusses the different signs that may indicate that a child is at risk of harm. This includes the signs of female genital mutilation and how to identify children and families at risk of radicalisation and extremism. The childminder knows who to contact if she has concerns about a child. She understands the procedures to follow if an allegation is made against her or a member of her household. The childminder ensures that her home is safe and secure and she supervises children closely.

What does the setting need to do to improve?

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

- develop children's understanding of how to stay safe at home when using the internet and social media
- increase opportunities for children to have fresh air and physical exercise.

Setting details

Unique reference number	EY219922
Local authority	Leicester
Inspection number	10196994
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	4 to 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	10 May 2021

Information about this early years setting

The childminder registered in 2002 and is located in Leicester. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Teresa Lester

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector carried out joint observations with the childminder.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The childminder provided the inspector with documentation to demonstrate her suitability.

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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