

# Childminder report

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Inspection date: 27 May 2022

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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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|---------------------------|-------------|
| 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**

The childminder is warm and gentle and welcomes enthusiastic children into her engaging environment. Children's emotional and social development is promoted well. They are very familiar with the routines of the day. The childminder asks the children how they are feeling and they talk about feeling happy or excited. This helps the children feel secure and safe in her care.

Children benefit from a secure, stimulating outdoor area. They excitedly play on wheeled toys and with footballs. Children crawl into tunnels and balance on stepping stones. This benefits them as they develop essential physical skills. The childminder helps children to discover the natural world. Children enjoy visiting parks and the allotment, where they learn about how fruit and vegetables are grown. They water the strawberries and plant seeds at the childminder's house, and watch them grow. This benefits children as they learn about where their food comes from.

The childminder provides lots of mathematical opportunities. Children use a number line to count out how many strawberries they have. They find the numbers for the date to put on a board. Children compare and add together pieces of apple, and throw balls outside into targets with numbers on. They fill and empty containers in the sand. This helps to develop children's numeracy and mathematical understanding of volume and capacity.

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

- Parents speak very highly of the care and warmth the childminder has. They comment how she takes time to find out about the family and their child's interests. The childminder then builds this information into her planning for each individual child.
- The childminder promotes a healthy lifestyle. She provides the children with healthy options for snack and lunch, and talks to them about eating a healthy diet. The children brush their teeth after eating lunch. They learn about the importance of brushing their teeth. This supports their oral health.
- The childminder understands the importance of using music to develop early language. The childminder provides musical instruments that children shake enthusiastically as they sing songs and rhymes. This helps them to develop their language and communication skills.
- The childminder recognises that some children do not have access to gardens. She ensures that they have an opportunity to learn about the natural environment around them. A recent farm visit benefited the children as they learned to care for a range of small animals.
- Children develop the skills they will need when they go to school. They

demonstrate their independence by putting on their shoes and coats to go outside. Children wash their hands before eating and select their own fruit.

- The childminder has high expectations for children's behaviour. When children find it hard to understand the needs of others, she acts swiftly and gently. As a result of this, the children are polite and engaging to their friends and visitors.
- The childminder has developed an ambitious curriculum. She uses what the children already know to plan for their particular needs. However, sometimes, the childminder does not always recognise how the children want to learn. This means they do not always make choices in their learning opportunities.
- The childminder provides good support for children who speak English as an additional language. When children first start, she ensures that she learns some basic words in their home language. This supports children's developing communication skills.
- The children benefit from weekly visits to the library, where they share books together and read stories. They meet other groups of children. This helps the children to socialise with others and to develop their confidence.
- Children learn about respecting others. The childminder ensures that they understand and celebrate their differences and similarities when they are with her. Children learn about their friends' celebrations. For example, they are taken to see the lights at Diwali and experience some of the celebrations involved. These opportunities help children to develop their understanding of the world around them and respect for others.
- The childminder has a positive attitude to developing her knowledge. She participates in regular online learning and shares good practice. This benefits the children as the childminder uses her knowledge to build an enriching environment for them to enjoy.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is knowledgeable about child protection. She understands how to keep children safe in her setting and can confidently identify the possible signs that a child may be at risk of harm. The childminder knows who to notify if she has any concerns about a child in her care. She identifies risks and minimises these to keep children safe. The childminder holds an up-to-date paediatric first-aid certificate and has undertaken recent safeguarding training to keep her informed of current practice. She follows the correct procedure in response to accident reporting.

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

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

- respond to the children's spontaneous learning during play by using the opportunities to extend children's development.

## Setting details

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| <b>Unique reference number</b>                     | EY476323  |
| <b>Local authority</b>                             | Leicester   |
| <b>Inspection number</b>                           | 10231880  |
| <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> | 3 to 4  |
| <b>Total number of places</b>                      | 6   |
| <b>Number of children on roll</b>                  | 6   |
| <b>Date of previous inspection</b>                 | 30 September 2016   |

## Information about this early years setting

The childminder registered in 2014 and lives in Leicester. She operates her provision all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides places for funded nursery education for three- and four-year-old children.

## Information about this inspection

**Inspector**  
Stephanie North

## 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 showed the inspector around the premises and discussed how she ensures they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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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