

# Childminder report

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Inspection date: 15 August 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	Outstanding
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## What is it like to attend this early years setting?

### The provision is good

Children are keen to enter the childminder's house when they are dropped off by their parents. They show a positive relationship with the childminder. For example, when they are unsure about a toy fish that moves, they go to the childminder for reassurance and comfort. Children are excited to explore and investigate the childminder's home. They confidently move around, selecting toys that interest them. For example, when the childminder uses a bubble machine in the garden, children smile and laugh when they look up to see the bubbles floating in the air.

The childminder knows children well and how to help them progress. Children develop an understanding of positional language. For example, children hear the words 'up and down' when the childminder moves a toy crane. Later, children repeat the words when they play with the same toy, remembering what they have previously learned. Children play cooperatively with the childminder and take turns when they play with the toys. They are encouraged to be imaginative. Children hold out their hands for the childminder to pour rice through their fingers, pretending it is rain. Children learn about how they can keep themselves safe. When the childminder takes them for walks in the street, she helps them to learn about road safety.

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

- The childminder has rules and boundaries in her home that help children to understand what is expected of them. She gives children plenty of praise for their achievements. The childminder encourages children to persevere at activities. For example, when children stack cubes and the top one falls off, the childminder asks children to keep trying. Children achieve and show a positive attitude to learning.
- The childminder extends her professional development. She completes relevant training courses to help extend her knowledge of how to support children's communication and language skills. For example, she recognises the importance of talking to children, encouraging them to understand what words mean and then to copy the words. If children say words incorrectly, the childminder repeats the word, modelling the correct pronunciation.
- The childminder shares information with parents about their children's development. She talks to them regularly and sends them photos of activities children enjoy. The childminder gives children books to take home to encourage parents to read to them. This helps to promote consistency in supporting children's learning between their home and the setting.
- Parents describe the childminder as being friendly, approachable and supportive. They say that they are kept informed about their children's learning and that their children are more confident since being in her care.

- The childminder gathers feedback from parents and children to help her reflect on what she offers the children in her care. Recent improvements include providing children with a playroom, where toys and resources are easily accessible. This gives children more space and enables them to make independent choices about what they want to play with.
- The childminder knows children well and the experiences they have at home. She is aware that due to the COVID-19 pandemic, some children had fewer opportunities to mix with other people, apart from family members. Because of this, she takes children to playgroups where they have opportunities to develop their social skills and learn how to share with other children of a similar age.
- The childminder encourages children to develop their interest in books. She has a range of different books that are easily accessible and meet the needs of the children in her care. When she reads children stories, she involves them in the storytelling. For example, the childminder asks children to find the same soft toy animals that are shown on the pages. This helps children to learn skills for the future, such as to listen and follow instructions.
- The childminder uses observations and assessments to identify what children need to learn next. However, occasionally, her teaching does not challenge children to extend their learning further. One example of this is when children say a toy is 'stuck'. The childminder does not encourage children to think about how they can solve the problem and to release the toy themselves.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She ensures that children are offered drinks regularly to keep themselves hydrated. Doors and gates to her property are securely fastened. This helps to stop unauthorised people from entering her home, promoting children's safety. The childminder knows how to identify the signs and symptoms that may suggest a child is at risk of harm or abuse. This includes being able to recognise if children are being drawn into radicalisation or subject to female genital mutilation. The childminder has policies and procedures to follow if she has concerns about a child's welfare. This includes reporting any concerns about children to the appropriate safeguarding agencies. This helps to keep children safe.

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

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

- use what is known about children to continually extend and challenge their learning further.

## Setting details

<b>Unique reference number</b>	EY439903
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10138583
<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 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	8 October 2015

## Information about this early years setting

The childminder registered in 2011 and lives in Earl Shilton, Leicester. She operates all year round, from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate level 3 qualification.

## Information about this inspection

### Inspector

Hayley Ruane

## Inspection activities

- This was the first routine inspection the childminder has 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 and inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children interacted with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She reviewed a sample of documentation.
- Feedback from parents was reviewed by the inspector, who 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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