

Childminder report

Inspection date: 28 July 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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's happiness is at the centre of this caring and welcoming setting. The childminder takes time to get to know the children, and their families. This helps children to settle and develop secure emotional attachments with her. Children display high levels of engagement. They become engrossed in imaginative play as they push the cars around the lounge and pretend they are going to the shops. Their interests are well-supported as the childminder ensures the toys children enjoy are easily accessible, such as dolls, cars and wheeled toys.

Children engage in lots of worthwhile play. Toddlers watch pre-school children thread large beads onto string. They copy them and show determination and perseverance as they try again and again, to complete this task. When they are successful the childminder praises them highly for this. This enhances their confidence and self-esteem.

Children listen to and follow instructions well. They know and understand what is expected of them. For example, when they want new toys to play with, they put the things they are playing with away first. Children are encouraged to take turns and share, even though sometimes they find this difficult. The childminder encourages them to develop their hand-eye coordination as she guides them to turn puzzle pieces appropriately to fit in holes.

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

- The childminder helps the children to become independent. She gives them flannels to wash their hands before meals and snacks. Older children are adept at feeding themselves. Babies have fun as they attempt to use a spoon, using their hand when they cannot get it to their mouth easily.
- The childminder introduces young children to a wide range of words to build their communication skills. Children have a love of stories and books. The childminder ensures story time is included every day. She knows how important it is to introduce books to children from a young age to support their developing vocabulary. Children show they are listening as they comment on what is happening and tell the childminder what is coming next.
- The childminder plans a curriculum that reflects not only what children need to learn next, but also their individual interests. It is fun and stimulating and ensures children are consistently engaged. However, occasionally, the provision for babies is not as well considered as it is for older children. Sometimes activities are not planned well enough to help them to obtain their next step.
- The childminder provides a well-resourced, stimulating environment indoors and outside. Older children enjoy activities, such as completing puzzles, making 'tea' in the play kitchen, drawing activities and manoeuvring equipment in and around

the environment. They thoroughly engage in their learning and are confident to lead their own play.

- The childminder is dedicated to her role as a childminder and has a natural affinity with the children in her care. She completes mandatory training such as paediatric first aid and safeguarding, to ensure key knowledge is up to date. However, she has not considered further training opportunities in order to raise her professional skills even further.
- The childminder has a thorough settling-in procedure that is tailored to each child and helps her to get to know the children and their families. Parents are encouraged to share what they know about their child when they start attending the childminders setting. This ensures children are happy, settled and ready to learn when they start. Parents comment that they are kept updated and involved in their child's ongoing progress and learning. They say that their children are happy and learning well.

Safeguarding

The arrangements for safeguarding are effective.

The childminder supervises the children and teaches them how to use equipment safely, such as the safe use of sit-and-ride toys. She carries out daily risk assessments of her home and when taking children on outings to help ensure that their safety is supported. She knows how to identify signs and symptoms of abuse, including those in relation to radical and extreme views. The childminder knows who to report her concerns too, should the need arise. She knows the process to follow should anyone make an allegation against her.

What does the setting need to do to improve?

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

- strengthen the planning of activities, particularly for the youngest children, to make sure they are consistently matched to children's next steps in learning
- enhance professional development opportunities, in order to develop the quality of education further.

Setting details

Unique reference number	226813
Local authority	Leicester
Inspection number	10138544
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	0 to 10
Total number of places	6
Number of children on roll	22
Date of previous inspection	20 July 2015

Information about this early years setting

The childminder registered in 1999 and lives in Knighton, Leicester. She operates all year round from 7.30am to 6.45pm, Monday to Thursday, except for bank holidays and family holidays. The provider offers overnight care.

Information about this inspection

Inspector

Alexandra Brouder

Inspection activities

- This was the first routine inspection the provider 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 her evaluation of the provider.
- The childminder showed the inspector the premises and discussed how she ensures it is safe and suitable.
- The inspector carried out a learning walk with the childminder. The inspector assessed the impact of the quality of interactions and the learning opportunities the childminder provides to children.
- The inspector viewed the indoor and outdoor learning environments.
- During the inspection, the inspector spoke to the childminder and children at convenient times and considered their views.
- The inspector read written feedback from parents and took their views into consideration.
- Various documents were viewed by the inspector, including suitability and insurance documents.

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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