

# Childminder report

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Inspection date: 9 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	Good
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## What is it like to attend this early years setting?

### The provision is good

Children love to attend this welcoming and child-centred environment. The childminder gets to know the children and their families well, which helps children to feel settled and secure from the start. Children develop a love of stories and books. The childminder reads to children every day and ensures books are accessible to children at all times. Children listen with rapture as the childminder reads each page, drawing them into a different world. They have fun as they repeat refrains, and laugh at appropriate times.

Children make choices about how and where they want to play, both indoors and outdoors. They begin to play cooperatively as they use the see-saw together, and show good physical skills as they move this forward and backwards. Children show positive attitudes to their learning and spend extended amounts of time at activities that reflect their interests, for example, when using stamps to make marks on paper.

The childminder is a good role model and ensures children learn how to share, take turns and behave appropriately. Children are praised for good listening and when they help to tidy away. This helps to build their confidence and positive self-esteem. Overall, the childminder plans well for the needs of the children to ensure they make the progress they are capable of.

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

- Children show good levels of independence as they attend to their own personal care needs. From a young age they wash their hands unaided and persevere at putting on their own shoes and clothing. This helps children develop the skills needed for their next stage in their learning. The childminder gives children time to peel fruit on their own, before stepping in to assist or guide them.
- Children have many opportunities to be creative and participate in sensory play opportunities. They enjoy using various sized brushes and stencils to create their own designs. Toddlers have fun as they smear the paper with paint. They enjoy the feel of the paint on their hands and arms as they smooth it onto themselves.
- The childminder knows the children well. She understands their individual interests and what they need to learn next. However, opportunities to enhance learning during children's play are sometimes not considered. For example, during a creative activity the childminder does not adapt or extend ideas to help children learn even more.
- Children have access to a large range of resources and activities to support their play. However, at times these are not well organised, which sometimes leads to children flitting from one activity to another, losing concentration and focus.
- The childminder provides foods for children that are healthy, well balanced and

reflective of children's individual needs. Children enjoy sitting at the table for meals and snacks, chatting amicably with the childminder and each other about what they have done and what they are going to do next. Children's health is further supported as they run in the garden, ride wheeled toys and splash in water play. They are reminded of the importance of keeping hydrated, particularly in hot weather, frequently helping themselves to accessible cups and water.

- Children develop good communication and language skills. The childminder takes time to engage children in conversation, giving them time to consider what she has said to them and waiting patiently for them to respond. She ensures younger children hear new words and repeats words back to them, to ensure they hear the appropriate pronunciation. For example, when children use the play horse she uses words, such as 'galloping' and 'trotting', to explain how the horse moves.
- Partnerships with parents and carers are good. The childminder invites parents and children to visit the provision before they use her setting. She seeks lots of information about children's care and learning needs, using this to help tailor her setting to meet their needs. As a result, children soon settle and enjoy their time in her care.
- The childminder keeps her skills and knowledge refreshed and updated through attending various training courses and webinars. She has completed a level 5 qualification in childcare and uses what she learned on this training to ensure all children make at least good progress in their learning and development.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures she updates her safeguarding training on a regular basis. She talks with confidence about the potential signs and symptoms of abuse and who to contact should she need to report concerns about children's welfare. Furthermore, the childminder understands other aspects of safeguarding, such as female genital mutilation, radicalisation and county lines, and how to identify and report any concerns. She risk assesses the home and garden before children use them to ensure they remain safe for children to play in. The childminder helps children to learn how to be safe through taking part in fire drills and road safety.

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

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

- provide greater opportunities during activities and learning experiences to extend and build on what children know and can do
- improve the organisation of resources, so that children can be more focused and concentrate more during their play.

## Setting details

<b>Unique reference number</b>	EY333260
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10064460
<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>	1 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	16
<b>Date of previous inspection</b>	8 July 2015

## Information about this early years setting

The childminder registered in 2006. She lives in Barwell, Leicestershire. The childminder holds an early years qualification at level 5. She operates all year round from 6.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

## 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 their evaluation of the provider.
- The childminder and the inspector spoke about her intentions for children's learning, the activities she plans and how they benefit children's development.
- The inspector observed the interactions between the childminder and children, and assessed the impact on children's learning.
- The childminder and inspector evaluated an activity and discussed the children's learning and development.
- The inspector took the views of parents into consideration.

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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