

Childminder report

Inspection date: 1 December 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	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time at the warm and welcoming childminder's home. They settle quickly and find their favourite toys. Children benefit from being outdoors in the fresh air. They develop their listening skills as they identify vehicles, exclaiming, 'It's a car!' Children identify items they can see in the environment, such as pottery ducks in the garden, pointing and describing what they find. Children practise their mark-making skills. They hold chalk and make meaningful marks on the patio and the walls. Older children attempt to write a letter and proudly state, 'I've done an I.'

Children develop their small-muscle skills as they use their fingers to push pegs into boards. Other children use hammers to carefully hammer in pegs. They develop their small-muscle skills further as they explore curtain rings. Children lift and roll them across the floor, watching as they travel. Children stack the rings and carefully place them in the buckets provided. They use descriptive language as they talk about how the buckets are 'full' and 'empty'. Children develop their mathematical and critical thinking skills as they complete wooden puzzles. They find familiar shapes and name them as they connect the puzzle.

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

- The childminder provides a programme of learning for the children that is both relevant and interesting. She uses the children's interests as a starting point to help them develop. Children enjoy a wide range of activities that encourage and ignite their curiosity to learn further. For example, the childminder provides endless opportunities and resources for children to enjoy books.
- The childminder supports children's emerging communication and language skills well, overall. For example, children 'feed' a picture of the hungry caterpillar. The childminder encourages the children to name the pictures of the food on the cards provided. However, at times, children are not always given time to think and respond to questions, and the dialogue used by the childminder is rushed.
- Parents speak highly of the 'devoted and caring' childminder. They receive daily updates on their children's progress and are supported to engage with their children's learning. For example, older children are given a weekly task to find an object from home that begins with the letter of the week. Children discuss this during a 'show and tell' activity.
- Children benefit from healthy, home-cooked meals at the childminder's house. The childminder shares recipes and advises parents on healthy eating ideas. Children engage in activities that promote their understanding of healthy lifestyles. For example, they use toothbrushes to brush 'germs' off a laminated picture of a mouth. Children show that they enjoy this experience as they state, 'I love brushing.'

- The childminder is committed and passionate about improving the care and education she provides. She undertakes a variety of courses that help her to understand how to enhance her practice and knowledge. This leads to improvements in the quality of her provision for all children.
- Children benefit from regular trips in the fresh air to explore the local environment. For example, children develop their large-muscle and coordination skills as they visit the local park, climbing and balancing on the equipment. They listen to stories and enjoy additional activities at the library.
- The childminder has high expectations for children's behaviour. She is an excellent role model, and children are very responsive to her gentle instruction. Children's emotional needs are met well. They show that they are happy and secure as they smile and dance during play. The childminder offers encouragement and praise that supports children's emotional well-being.
- The childminder helps children to develop their independence and self-help skills. For example, children put their coats and shoes on before they go outside and practise their self-help skills as they wash their hands before eating. This helps to support their growing sense of independence and allows them to gain a sense of responsibility.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong knowledge of safeguarding. She understands the signs and symptoms of abuse and how to correctly record and report any concerns. The childminder recognises local safeguarding concerns, such as county lines and protecting children from radical views. She ensures her knowledge is refreshed, by attending regular local authority training on safeguarding children. The childminder ensures that risks are minimised in her home and on trips. She helps the children understand how to keep themselves safe in the event of a fire by practising regular fire evacuations with them.

What does the setting need to do to improve?

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

- strengthen support for children to give them the time they need to respond to dialogue and questioning, to promote their thinking and language skills further.

Setting details

Unique reference number	EY464073
Local authority	Leicestershire
Inspection number	10236209
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 5
Total number of places	6
Number of children on roll	9
Date of previous inspection	16 January 2017

Information about this early years setting

The childminder registered in 2013 and lives in Oadby, Leicestershire. She is open all year round, Monday to Friday, 8am to 6pm, apart from family holidays. The childminder holds a relevant early years qualification at level 3. She provides funded early 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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector reviewed a selection of relevant documentation.

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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