

Childminder report

Inspection date: 14 March 2023

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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children confidently explore the wide variety of resources inside the house and outdoors. They discover the piano and laugh as they play tunes with the childminder and talk about the different sounds that they make. As they play high notes, they talk about mice squeaking. They then delight in pouring and filling different bags with small toys. Children concentrate as they use the strength in their muscles to use tweezers to pick up the toys. When the bags are full they enjoy each other's company as they carry their bags proudly.

Children of all ages enjoy listening to stories as the childminder reads to them in an engaging way. Children select their favourite books to look at. When the childminder asks what is happening in the story, younger children point to the pictures while older children explain what they see and recall the story.

While outside, children eagerly investigate water. They turn the tap to fill the watering can and persevere when they find it tricky. They clap as they celebrate their success and water the plants. Children jump into puddles and pick up pebbles. The childminder counts to five with them as they drop them into a bucket. Children are taught to balance and climb safely. They take appropriate risks as they balance and jump between logs.

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

- The childminder has addressed the actions raised at her previous inspection. She has worked with the local authority to continue her professional development. Additionally, she has completed a designated safeguarding lead training course. The childminder keeps up to date with current research. She uses this information to support her curriculum planning and to ensure that children make good progress.
- The childminder includes a wide variety of outings in her curriculum. For instance, children visit the local heritage centre, space centre, pond and museum. This helps them to learn about the world around them. Children take part in activities outside each day and learn about the natural world. For example, they talk about the birds and animals that they see. They also learn about where food comes from as they grow their own vegetables.
- The childminder works closely with parents and provides them with daily information about their child's learning. She knows the children and their families well. The childminder uses this information to offer experiences that complement each family's home life. She provides favourite storybooks for parents to read and share with children. Children take home the seeds they have planted with the childminder to continue to watch them grow with their parents.
- Overall, the childminder promotes communication and language well and holds

thoughtful conversations with the children throughout activities. However, the childminder does not always respond when children's speech is unclear, this means that children's language development is not always fully supported.

- The childminder promotes a healthy lifestyle. For example, parents are encouraged to provide healthy food and snacks. Children discuss the importance of oral hygiene, and the childminder encourages visits to the dentist. They have access to drinking water throughout the day and exercise outdoors to support their developing physical strength.
- The childminder finds out what the children's interests are. She uses this information to engage children and promote learning. For example, children enjoy mark making. The childminder provides space outdoors in the art shed, where children explore paint creatively. She encourages children to make their own decisions. For instance, children select which coloured paint and size of paper to work with. Children mix different-coloured paint and begin to understand that they can intentionally make marks.
- The childminder appropriately uses assessment to build on what children know and can do. She works with other professionals to identify where additional support may be needed so that children make expected progress.
- The childminder works with parents and teachers to plan a smooth transition to school for the children. She helps children to prepare for when they start school. Children walk to the local school and discuss wearing a uniform and taking a bag so that it becomes familiar.

Safeguarding

The arrangements for safeguarding are effective.

The childminder creates a safe and secure environment for the children. She has a good knowledge and understanding of safeguarding. The childminder understands signs and symptoms which indicate that a child is at risk of harm. She has a procedure to ensure that concerns are followed up in a timely manner with the relevant professional. The childminder knows the correct action to take should an allegation be made against her. The childminder has a procedure to follow in the event of a child having an existing injury. She has an up-to-date paediatric first-aid qualification.

What does the setting need to do to improve?

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

- improve support for children's communication and language by repeating what children say to enable them to hear the correct pronunciation of words and sounds.

Setting details

Unique reference number	EY365088
Local authority	Leicester
Inspection number	10257984
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	8
Number of children on roll	7
Date of previous inspection	14 September 2022

Information about this early years setting

The childminder registered in 2007 and lives in north Leicester. She operates from Monday to Thursday, 7am until 6pm, during term time only.

Information about this inspection

Inspector

Hayley Butters

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the the childminder.
- The inspector observed the interactions between the childminder and the children.
- The childminder and inspector discussed and jointly evaluated the teaching and learning that took place.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.

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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