

# Childminder report

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Inspection date: 5 May 2023

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<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 are happy and welcoming to visitors, demonstrating that they feel safe and secure in the childminder's home. The caring childminder knows the children well and promotes their confidence by recognising when they do something well. She encourages children to care for each other. For example, children look after a child who is hurt and give them a drink to make them feel better.

Children are excited to make crowns and talk about going to a coronation party. The childminder supports children to learn shape names as they stick hexagons and rectangles onto their crowns. The childminder promotes children's physical skills as they use the climbing frame and share a doll's pushchair in the garden. She supports children to behave well. They listen to her instructions and wait until it is dry before sitting on the climbing frame. She supports children to think about each other's feelings following any unwanted behaviour.

The childminder provides a varied curriculum. She understands children's interests and uses this knowledge to help children learn. For example, she encourages children with conversations and to use their imagination as they play with walkie-talkies. She encourages children to join in a band as they dance, sing and play musical instruments under disco lights.

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

- The childminder implements the curriculum effectively. For example, she supports children to experiment and be creative with colour mixing and to think about their ideas. Children enthusiastically talk about how the colours change when they mix them. They are curious to keep trying other colours as they talk about how the colours have changed. The childminder helps children with their thinking as they tell her part of the paintbrush is metal. She explains that the see-through part is made of plastic. The childminder extends the conversation further as she explains that the metal part of the brush is to hold the bristles in place.
- The childminder encourages children to express their ideas with musical instruments. She supports less confident children to join in. She encourages children to practise using their small-muscle skills as she shows them how to put their fingers on a recorder. Children play the piano and use manners as they share tambourine sticks.
- The childminder helps children to practise counting cars as they roll them down a racing track. She encourages older children to think about how to make the track longer as she supports them with their own ideas. She makes a positive impact on children's learning. However, at times, she does not recognise how to help the youngest children to make the very best rates of progress. The

childminder is not always sure which areas of learning to prioritise, such as communication and language.

- The childminder provides explanations to the children about her behaviour rules. For example, she tells children why it is not safe to run inside. She encourages children to share the toys and explains that they are for everyone to enjoy.
- The childminder supports children to be independent and to keep healthy. Children know to wash their hands after using the toilet. The childminder talks about why it is important to put soap on their hands. Children use hand gel after eating and talk about how clean and fresh their hands smell.
- The childminder provides children with experiences in the local community, such as trips to the park and to playgroup. She reflects and adapts her practice to ensure children get the most out of learning experiences. She meets with other childminders to share ideas.
- Parents state that they feel happy and well supported by the caring childminder. They speak of children learning to count and to begin to write. They talk of the good communication and the childminder feeling like family. However, the childminder does not always support a consistent approach to children's next steps in learning. She does not share information with other settings that children attend to enable children to make the best progress.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder provides a safe and clean environment for children to play in. She carries out safety checks to identify and reduce any potential hazards to children. She ensures that parents receive information about any minor incidents that their children have. The childminder attends training courses to update her knowledge of safeguarding. The childminder knows how to identify the signs and symptoms of abuse. She knows the action to take if she has a concern about a child's welfare. She is aware of wider safeguarding issues, such as county lines and cuckooing. She talks to older children about how to keep safe online.

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

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

- strengthen knowledge of how children learn and develop to fully maximise children's outcomes
- strengthen partnership working with other settings that children attend to ensure children receive a consistent approach to learning.

## Setting details

<b>Unique reference number</b>	EY347864
<b>Local authority</b>	Leicester
<b>Inspection number</b>	10279756
<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>	1 August 2017

## Information about this early years setting

The childminder registered in 2007 and lives in Leicester. She operates all year round from 7am until 6pm, 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

Caroline Winterton

## 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector spoke with the childminder about the leadership and management of the setting.
- 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 carried out a joint observation with the childminder.
- The inspector spoke to several parents during the inspection and 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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