

Childminder report

Inspection date: 16 May 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	Good
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What is it like to attend this early years setting?

The provision is good

The children are happy and settled with the childminder and her co-childminder, who work together from the childminder's home. Children enjoy eating the healthy home-cooked meals which the childminder provides. The childminder and her co-childminder pride themselves on being a home-from-home setting. Children develop their communication skills as the childminder helps to prepare them for starting school.

Children follow the daily routines with ease. The childminder ensures that children know what is going to happen next. For example, she tells children that it will be lunchtime in five minutes. This ensures that children have time to finish their play and activities. Children understand where all their toys and resources belong and tidy these away when prompted. Children show high levels of independence and feel valued as they are trusted to set out the table and chairs for mealtimes.

Children behave well and play together with role-play resources as the childminder encourages them to share and take turns. Children politely ask their friends, 'Can I have a turn?' The childminder respectfully reminds children to say 'please' and 'thank you' if they forget. The childminder has high expectations for children's behaviour.

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

- The childminder focuses on promoting children's communication and language and knowledge of the world. Children learn about animals as they help to feed the childminder's pets. They demonstrate their prior knowledge and learning as they recall a wide range of vocabulary. Children confidently talk with the childminder about the foods the tortoise eats, such as dandelions. They describe visits to collect dandelions from a nearby park. Children excitedly feed the guinea pigs with an assortment of fruit left over from their snacks. When asked, young children correctly identify melon and strawberries. The childminder provides positive praise and encouragement.
- The childminder teaches children how to keep themselves safe. When children want to show the childminder their jumping and balancing skills, the childminder encourages them to clear the area to make the space safe. This helps children to safely navigate the space they are in.
- The childminder promotes children's physical development. When children show interest in filling and pouring, the childminder provides syringes to create further learning opportunities. Older children develop their small-muscle skills and demonstrate prior learning as they recall how to use the syringe to pull up water into the tube. Although the indoor environment is well planned to ensure that children learn new skills, the childminders do not always plan well enough for

the outdoors to ensure that babies and younger children have sufficient learning opportunities. As a result, babies and younger children do not benefit from outdoor learning as much as older children.

- The childminder encourages children to develop their mathematical skills. She sings a familiar song about monkeys jumping on the bed, which involves counting. Children join in the words of the song and use their fingers to count the monkeys. The childminder uses a water tray to create a mathematical activity and introduces the concept of matching. The children look for numbered fish and identify the numerals they see before matching them to a corresponding number of dots. However, at times, the childminder asks questions which are too easy for the older children. As a result, older children are not always sufficiently challenged to extend their learning.
- Parents speak positively of the information they receive from the childminder. The childminder and her co-childminder provide daily updates to parents about their children. They also provide additional information for parents to enable them to support their child's development at home. The childminder requests regular feedback from parents and incorporates their suggestions to help improve her practice.
- The childminder reflects on her practice with her co-childminder. Together, they analyse gaps in their practice and identify training needs. The childminder has a particular strength for supporting children with special educational needs and/or disabilities and understands the importance of closing gaps in learning for these children. She plans to attend a speech and language course to further support the children in the setting. The childminder works with other professionals to make referrals for children when necessary, such as speech and language therapy.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly updates her safeguarding knowledge by attending training courses. She is able to identify signs and symptoms which indicate a child may be at risk of harm. The childminder understands local safeguarding concerns, such as the 'Prevent' duty and county lines. She understands the procedures to follow to report abuse to local children's services. The childminder has procedures for managing allegations against anyone living or working in the household. She carries out risk assessments of her home to remove potential hazards and teaches children how to keep themselves safe.

What does the setting need to do to improve?

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

- enhance the arrangements for babies and young children's outdoor play to

provide them with a wider range of challenging learning experiences

- develop an ambitious curriculum which includes more-challenging questioning to help extend children's learning further, particularly for older children.

Setting details

Unique reference number	EY438825
Local authority	Leicestershire
Inspection number	10264555
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	19 June 2017

Information about this early years setting

The childminder registered in 2012 and lives Earl Shilton, Leicestershire. She operates all year round from 7.30am to 4.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 5. She works with a co-childminder. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rachel Barsby-Robinson

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 setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- 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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