

Childminder report

Inspection date: 26 July 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children are happy and confident as they chat with the childminder and each other. The childminder is warm and responsive, and children readily approach her for cuddles and reassurance. They are interested in learning and concentrate for extended periods of time. The childminder engages younger children in a board game, and children take turns picking a card and matching the colours and numbers on their board. She supports them by saying, 'Spin the piece around,' and children carefully manipulate the pieces to fit. Children learn to recognise numbers and colours, as the childminder encourages them to say what colour the pieces are as they pick them up and count out the number of dots on each one.

Children are learning to be physically active. They excitedly go down the slide and bounce on the trampoline. The childminder supports children to copy simple yoga poses as they watch a children's yoga programme on the television. This helps them understand how to look after their physical and mental well-being as they jump up and down to the music and then lie on the floor to relax.

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

- The childminder has a clear vision of what she wants children to learn during their time with her. She plans fun activities which help to develop children's independence skills and help them become ready for school.
- The childminder finds out what children already know and can do from parents when children first start attending. She observes children to help her assess their development and plans a weekly timetable of activities linked to what she wants children to learn next. However, sometimes, the next steps that the childminder identifies do not align closely enough with her assessment of what children know and can do.
- The childminder supports children to develop their communication and language skills. She engages them in lots of conversation and models correct pronunciation to help them to become confident talkers. Children are learning to develop their listening skills as the childminder reads a story about a bear. She encourages children to explore the tabs in the book, and they exclaim with glee when they make the characters move up and down as the story unfolds.
- The childminder makes good use of the outdoor space. She helps children learn to recognise colours and shapes as she encourages them to look for the different shapes she has drawn with chalk around the garden. Children jump to the red square and hop to the triangle as they follow her instructions and are excited to see who gets there first. The childminder hides magnetic numbers in the sandpit, and she helps younger children to develop their counting skills as they dig and scoop to find them.
- Children are developing an understanding of the natural world as the

childminder encourages them to look for insects with a torch and a magnifying glass. She shows them a photo of a frog that she found earlier, and children excitedly look in plant pots and under leaves to see if they can find it too. Later, the childminder further extends children's interest as she suggests to older children that they help younger children find a picture of a frog in a book about nature.

- Children behave well. The childminder supports them to develop their social skills as she reminds them to share and to help one another. She asks older children to help younger children to put out a play mat, and children happily play together with toy cars. Younger children are learning to regulate their emotions, as the childminder gently reminds them to use their words to say what is wrong and ask for help.
- Parents speak positively about the childminder. They comment that she is friendly and supports children to learn and develop. The childminder communicates with parents about what their children have been doing and learning. She shares children's next steps with parents and gives them ideas about how they can support their children's learning further at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the signs and symptoms of abuse and neglect. She knows what to do if she is worried about a child's well-being. The childminder has appropriate risk assessments in place. For example, she ensures that the garden is secure and closely supervises children on the play equipment outdoors. The childminder is aware of the importance of internet safety and talks to older children about how they can keep themselves safe online. The childminder has a written safeguarding policy and keeps her safeguarding knowledge up to date by engaging in relevant training online.

What does the setting need to do to improve?

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

- focus more precisely on children's most relevant next steps in learning to enable them to build on what they already know and can do.

Setting details

Unique reference number	EY468888
Local authority	Leicestershire
Inspection number	10280320
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	1 to 11
Total number of places	6
Number of children on roll	9
Date of previous inspection	29 September 2017

Information about this early years setting

The childminder registered in 2013 and lives in Hugglescote, Leicestershire. She operates all year round, from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Ann Carter

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 observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The inspector and the childminder carried out a learning walk together.
- The inspector looked at relevant documentation.
- The inspector spoke to a number of 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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