

Childminder report

Inspection date: 7 August 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

Children are happy to play with their friends at this childminder's house. The childminder provides an environment which is well-organised and calm. She uses her knowledge of each individual child to create activities that they enjoy. As a result, children are deeply engaged in learning and make good progress. The childminder has high expectations for children's behaviour. Children understand the daily routines and learn to behave well. They tidy up their toys before the childminder has a chance to remind them. Children are kind and polite to each other. They take turns and share with their friends. The childminder gently reminds children to give each child a chance to join in with activities.

Children are eloquent with their speech and show prior learning. When they ask questions, the childminder provides detailed answers which extend their knowledge. For example, she explains how mussels are usually stuck to rocks and do not move like fish. Children learn to think critically. The childminder teaches them how to screw a nut to a bolt to keep a piece of wood secure. Children develop a love of books and enjoy listening to stories. The childminder ensures the stories she reads are relevant to the children's current interests.

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

- The childminder has a clear curriculum and a good understanding of child development. She focuses on children becoming independent and ready for school. For example, the childminder provides an activity for children to dress dolls with a range of different items of clothing. This helps children learn how to manage buttons, poppers and zips, skills they can use to help dress themselves.
- The childminder prioritises children's communication and language. She speaks clearly and pauses to give children time to think and respond when she asks them questions. She introduces new vocabulary, such as mackerel, clams and mussels. As a result, children are articulate with their speech and understand a wide variety of concepts the childminder has introduced.
- The childminder understands the importance of promoting a healthy lifestyle. She ensures that she provides a balanced meal for the children's lunch. However, she does not consistently promote children's good oral hygiene, as older children sip sugary drinks during the day. This does not set an example for the younger children present.
- The childminder provides activities for children to practice their small-muscle skills. She teaches them to use knives, scissors and rolling pins to shape play dough. The childminder also provides a range of mark-making activities such as chalk, crayons and pens. This helps children develop strength in their hands in preparation for writing.
- Children have opportunities to strengthen their large-muscle skills. The

childminder teaches children how to use balance bikes safely. She helps children to develop their hand-eye coordination as she provides bats and balls and demonstrates how to use them.

- The childminder develops strong relationships with parents. They speak highly of the care their children receive. The childminder keeps parents informed about their children's progress and the different activities they have participated in. However, the childminder does not routinely share ideas and suggestions of how parents may support children's learning even further at home.
- The childminder introduces early mathematical concepts. She teaches children what patterns look like and helps them to identify patterns within their play. The childminder also encourages children to make towers and talks about bigger or taller. Children show a good understanding of counting as they count the number of bricks they have used to build their tower.
- The childminder has a close relationship with the school and pre-school in the village. She shares information with staff about children who attend the settings and ensures they are aware of any concerns she has about children's development. Children have the opportunity to walk to school daily. This helps familiarise them with the new environment they will be moving on to.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly risk assesses the environment that children play in. She ensures that toys and resources are suitable for the age of children who attend. The childminder understands local safeguarding procedures and knows who to contact if she has concerns about a child. She is aware of the signs and symptoms which may indicate that a child is at risk of harm or abuse, including those of radicalisation and extremism. The childminder's home and garden are safe for children to play in. She keeps external doors locked and ensures the perimeter fence is secure.

What does the setting need to do to improve?

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

- strengthen arrangements for promoting children's healthy lifestyles to include good oral health
- provide parents with information about how they can contribute to extending their child's learning and development at home.

Setting details

Unique reference number	EY455725
Local authority	Leicestershire
Inspection number	10279848
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	2 to 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	2 August 2017

Information about this early years setting

The childminder registered in 2013 and lives in Sharnford, Leicestershire. She operates all year round, from 8am to 5.30pm, Monday to Friday. The childminder provides funded early years 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 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 children's learning and development with a particular focus on communication and language.
- 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 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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