

# Childminder report

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Inspection date: 1 February 2024

<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

The childminder provides a calm, nurturing, home-from-home environment, where the children can feel safe, relaxed and happy. Babies settle quickly and form strong attachments to the childminder, who provides all children with comfort and reassurance throughout their time with her. The childminder has high expectations of what children can do for themselves. The children enjoy carrying out tasks, such as tidying up. The childminder thanks the children for their help, this contributes to raising their confidence in their abilities and their self-esteem.

The childminder is a good role model, who teaches children about kindness and respect. For example, the childminder helps children to share and take turns when she asks them to recall who had a toy first and reminds them it will be their turn next. Children enjoy daily exercise sessions instigated by the childminder. They choose different ways of moving their body to develop their physical skills. Babies thoroughly enjoy kicking their feet and waving their hands as they copy the other children. Children have fun as they develop their early writing skills. The childminder provides colouring pens and books for children to make marks. She encourages the children to write a shopping list to help them to learn that marks represent meaning.

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

- There is a strong emphasis on supporting children's communication and language. Children are eager to communicate with visitors and each other. The childminder asks questions and waits for children to respond. She encourages children to talk about their own home life and experiences. Children show superb speaking skills.
- The kind and considerate childminder is a strong role model. Consequently, children consider the needs of others. For example, when exploring oats, older children make sure younger children have some too. This kind attitude becomes second nature as older children help the childminder to regularly check on babies as they sleep.
- Children access resources and toys of their interest. They develop their ideas into play. For example, children use pretend fruit and vegetables to create a shop based on their own life experiences. However, occasionally the childminder does not recognise and respond to the children's emerging interests quickly enough to build on their learning during independent play.
- The childminder approaches children's care needs respectfully. She has a discussion with the children when they need their nappies changed. She prioritises giving children the privacy they deserve when having their nappy changed. Older children are familiar with when to wash their hands, which promotes healthy hygiene practices.

- The childminder keeps her practice up to date and shares ideas and good practice with a childminder colleague. She attends training to further her knowledge, such as accessing a course on making the most of children's vision through enhancing their everyday experiences to help to improve learning outcomes for them.
- Children show a love of books and reading. They take books to the childminder who brings stories to life when she uses an animated voice and asks the children to lift the flaps to reveal characters.
- The childminder tailors her curriculum to focus on what children need to learn next. She works towards children being ready for the next stage in their learning journey, such as starting school. She uses her tracking of children's progress to identify realistic next steps for them. For example, children who are soon to start pre-school, learn to put on their own coats and shoes. This contributes to their independence skills.
- Children enjoy a range of outings to a variety of different places, including parks, farms and local playgroups. The childminder places a good emphasis on giving children real-life experiences. For example, when children have been on a recent train journey with their family, the childminder organises visits to the local train station. This helps children to gain a greater awareness of the community in which they live.
- Partnerships with parents are very good. Parents comment positively about the good-quality care and education their children receive from the childminder. They state that their children are happy and thriving. The childminder keeps parents fully informed about the progress children make.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- strengthen interactions with children during their self-chosen play to help build on their learning.

## Setting details

<b>Unique reference number</b>	EY498018
<b>Local authority</b>	Rutland Council
<b>Inspection number</b>	10311949
<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 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	16 April 2018

## Information about this early years setting

The childminder registered in 2016 and lives in Oakham, Rutland. She operates term time only. Sessions are Monday to Friday, 8.30am to 5.30pm. The childminder provides funded early education for three-year-old children.

## Information about this inspection

### Inspector

Sharon Alleary

### 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 and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided indoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting through written testimonials.

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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