

# Childminder report

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Inspection date: 28 April 2025

<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	Inadequate
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## **What is it like to attend this early years setting?**

### **The provision is good**

The childminder is skilful at supporting children's communication skills. For example, when she is reading a story, she encourages children to discuss what is happening in the pictures to extend on the story. The childminder asks open questions to support children's thinking. As children look at the pictures of the book, they explain that the dinosaur is stuck. Children are continually learning new vocabulary, such as the dinosaurs are 'stomping' and the animal names, such as 'sloth' and 'flamingo'. When children play a game of hide and seek, the childminder gives instructions to reinforce how to play the game. She also uses instructions well to check that children have understood what she is asking them to do. As a result of this effective teaching, children engage well with the activities and make very good progress in their communication and language development.

The childminder uses what she knows about the children and their interests to plan activities and outings. For example, she provides regular outings to support the development of children's social skills. Children enjoy a weekly stay-and-play session where they can mix with other children. Children also develop their personal skills throughout the day. They know that they should tidy away an activity before getting another one out.

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

- The childminder has carefully chosen professional development opportunities that have supported her in raising the quality of the provision since her last inspection. She has focused training on where it was most needed. For example, the childminder has developed her knowledge of how to support children's learning. This is having a positive impact on her teaching and, especially, with supporting children's communication and language. She has improved her knowledge of safeguarding to ensure that any concerns about children are quickly identified and managed appropriately.
- The childminder has devised a curriculum that clearly identifies the knowledge, skills and understanding she wants children to attain before they move on to their next stage of learning. She knows where children are developmentally and what they need to learn next. The childminder carefully considers what she wants children to learn from each activity, including outings. However, on occasion, the childminder revisits learning that children are already secure with, such as colour recognition and counting, rather than building on this.
- Children are supported well to develop learning behaviours that will assist them in their future learning. For example, the childminder consistently encourages children's problem-solving skills, fascination and exploration. Children demonstrate high levels of engagement when they join in with activities. They persevere and are patient, for example, when they are trying to stack toys on

top of each other and they fall down.

- Partnerships with parents are strong. The childminder continually shares and gathers information about children's needs and their learning. She ensures that parents are kept informed of what children are learning and any progress they are making. The childminder discusses how parents can support children's learning at home.
- The childminder promotes children's health and their understanding of a healthy lifestyle. Children are happy to sit with the childminder and relax when they are tired. Children enjoy a variety of healthy meals and snacks, and the childminder reminds them to drink regularly to ensure that they are hydrated. The childminder teaches children about the importance of oral hygiene, and she revisits this regularly to ensure that their knowledge is embedded.
- The childminder provides effective support to help children to learn how to keep themselves safe. She teaches them about stranger danger and road safety when they go on outings. If children have a near miss, such as almost falling off their chair, she reassures them and explains how they can safely move their chair when leaving the table.

## **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:**

- build on the already strong teaching to provide children with consistently high levels of challenge that helps them to build on what they already know and can do.

## Setting details

<b>Unique reference number</b>	EY219226
<b>Local authority</b>	Leicester
<b>Inspection number</b>	10376355
<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>	2 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	5 November 2024

## Information about this early years setting

The childminder registered in 2003 and lives in Braunstone, Leicester. She operates all year round, from 7am until 6pm, Monday to Friday. The childminder holds an appropriate qualification at level 3. The childminder provides government funded places for children aged two years.

## Information about this inspection

### Inspector

Justine Ellaway

### Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector reviewed relevant documentation, such as evidence of training.
- The inspector discussed the procedures for evaluation and the priorities for improvement with the childminder.

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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