

Childminder report

Inspection date: 5 July 2022

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are very happy in this childminder's care. They choose what they want to play with from a wide range of activities and resources. Children love playing outside and eagerly put on their own shoes and race up the garden safely. They jump on stepping stones and count as they move, recognising the written numbers on logs. Children climb and balance on the climbing frame and make decisions on which way to come down, using their large-muscle skills well. Children are curious and investigate the objects the childminder has set out for them. They develop their hand-to-eye coordination as they poke and thread pipe cleaners through holes in colanders and weave material in and out of baskets.

Children behave well and have a positive attitude to their learning. They enjoy playing shops with the childminder. Children are encouraged to count, use the play till and recognise the value of the coins. They compare the sizes of the fir cones to buy and say please and thank you as they pretend to be shopkeepers and customers. Children thoroughly enjoy playing with the water and solving problems. They learn how to twist the top of the spray bottle off and refill it with water. They squeal with delight as the water spurts out.

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

- The childminder implements a curriculum that considers children's interests. For example, children develop a strong love of books. They choose favourite stories for the childminder to read. She reads with great expression. This helps ensure children focus and concentrate. Children remember familiar phrases. For instance, 'There's a shark in the park' from their favourite story. They enjoy talking about what they can see in the pictures that accompany the written words. This helps children's future learning and early literacy skills.
- The childminder supports children's language development, overall. She models language clearly and helps children learn new words, such as 'crab' and 'pincer'. However, the childminder does not always give children enough time to consider their responses to her questions. For example, she asks a question and then quickly asks a further question rather than wait for the children to respond. This means that children do not always benefit from increasing their speaking or thinking skills.
- The childminder has developed good partnerships with parents. She speaks to them about what their children are learning. This means parents can further support their own child at home if they wish. Feedback from parents is positive. They comment on the high-quality learning opportunities the childminder provides. Parents value the warm, nurturing approach of the childminder and how this supports children to settle swiftly.
- The childminder is a good role model for behaviour. She demonstrates good

manners and is respectful towards children. As a result, the children behave well. They are polite and helpful toward others. They work together to complete tasks, such as tidying up. The childminder encourages children to take turns and to share the toys they play with. This is evident as the children share the teapot and fir cones to make cups of tea. They wait until it is their turn and say, 'My turn now'.

- The childminder promotes children's independence skills well. Children are aware of the childminder's daily routines and enjoy helping to prepare meals. They learn to use small tools safely, such as knives and peelers. They help to cut their fruit and cucumber, and learn to peel carrots. They know before they can eat, they wash their hands to get rid of all the germs.
- The childminder finds out from parents about the experiences children have at home. She widens these experiences to extend children's learning. For example, she knows the children do not walk to many places. Therefore, she walks the children to the library to extend their love of books, but also to teach the children road safety as they cross the roads.
- The childminder attends training to help her professional development and cascades this to her assistant, to help further increase her knowledge. For example, she has recently attended a course on using loose parts, such as corks, fir cones, stones and shells. This has helped her to broaden children's play, to help them investigate how they can use these materials in different ways, and extend their imagination.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to keep children safe and shares this with her assistant. She knows how to share any concerns, and the importance of doing so promptly, to keep children safe. The childminder attends regular training and completes her own research to ensure her safeguarding knowledge remains up to date. She is aware of a wide range of child protection issues, such as exploitation, extremism and county lines. The childminder ensures that her home is safe and secure, and closely supervises children. She carries out risk assessments to identify and remove any potential hazards.

What does the setting need to do to improve?

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

- give children an appropriate amount of time to consider their responses to questions to help them to build on their speaking and thinking skills.

Setting details

Unique reference number	225089
Local authority	Leicestershire
Inspection number	10130511
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 14
Total number of places	6
Number of children on roll	13
Date of previous inspection	7 May 2015

Information about this early years setting

The childminder registered in 1994. She holds an early years qualification at level 5. The childminder operates all year round from 7.30am until 5.45pm, Monday to Friday, except for bank holidays, the week at Christmas and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jan Hughes

Inspection activities

- This is the first routine inspection the childminder has 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 provision.
- The inspector completed a learning walk with the childminder and discussed how she organises and implements her curriculum.
- The childminder took part in a joint observation with the inspector. The inspector considered the quality of education during activities and the impact this had on children's learning.
- The children spoke with the inspector and invited her into their play at appropriate times throughout the inspection. The inspector observed interactions and the conversations between the childminder and the children and considered the impact these have on children's learning.
- The parents' written testimonials were read and their views were taken into account.
- The inspector had a discussion with the childminder about her training and how she evaluates her practice.
- The childminder showed the inspector relevant documentation and evidence of the suitability of 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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