

Childminder report

Inspection date: 17 August 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children are safe and happy in the home-from-home environment, created by the childminder and her assistant. They develop strong relationships with her and her assistant and settle quickly in their care. Children build friendships with others of all ages. They learn from the childminder how to consider what other children might be feeling and be compassionate. This positively impacts children's emotional development and helps them feel secure.

Children confidently choose from a range of age-appropriate resources that the childminder provides. They develop their imagination and demonstrate a love of stories. For example, children use a variety of hand and finger puppets to retell the story of 'Jack and the beanstalk'. They giggle as they practise different voices and create sounds for each character. Older children add their own ideas into the story, using phrases and words they have learned from the childminder. The childminder praises them as they encourage younger children to join in.

Children listen and respond well to the childminder and follow her instructions. They understand how to behave and what the childminder expects of them. Children are respectful of resources and put them away when they have finished playing. They use good manners when asking for different items, and wait patiently for their turn when they want to share a toy. The childminder encourages children to be independent and try things for themselves. From a young age, children take off their own shoes and jackets after playing outside. They confidently wash their own hands ready before lunch without being prompted.

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

- The childminder and her assistant reflect on the experiences they provide for children daily. This helps them to make improvements and adapt what they are planning, for the next day. They undertake training opportunities to develop their knowledge regarding communication and language and keeping children safe.
- The childminder teaches children to make good choices to keep themselves safe, and helps them understand boundaries, such as kind hands and kind words. She encourages children to think about what they would need to do to adapt the room to be able to dance and practise their physical skills. Children respond as they move objects out of the way and make sure the ground is clear. The childminder makes sure they give each other enough room to move and take it in turns to have a go. Children smile and laugh as they take it in turns to practise their dance moves, follow instructions and complete different routines.
- The childminder and her assistant have a good knowledge of children's care needs and different interests. They work alongside parents and carers to identify

topics they can use to engage children in their learning, and to plan new experiences, to help children develop. The childminder observes children, to find out what they know and can do. She identifies what they need to learn next. The childminder identifies when children may need additional support in particular areas of learning. However, strategies to help them move forward in their learning are not always put in place quickly enough.

- The childminder and her assistant plan activities based on what children enjoy doing. They support children to develop their number skills and finger strength while using plastic blocks to construct. The assistant supports children to persevere and work out how to fix a crane at the top of a block tower and then use it to lift other blocks. She teaches them how to count the different blocks and work out which one to use next. Children listen carefully and confidently share their own ideas as they discuss different vehicles they could add and use.
- The childminder and her assistant interact with children to develop their communication and language. They teach them new vocabulary, such as explaining what the word 'carriage' means when talking about trains. They repeat words back to children to make sure they hear the correct pronunciation. However, on occasions, the childminder and her assistant struggle to balance their time and interactions between the children present. Therefore, at times, some children receive less support than others.
- Parents say their children 'excel' in the childminder's care; she works alongside them to ensure all aspects of their child's care and development are included. They explain the childminder provides advice on toilet training and how they can help their children prepare for school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have undertaken different safeguarding training to ensure their knowledge is up to date. They reflect on previous experiences and learn valuable information to develop how they keep children safe. The childminder understands her responsibility to keep children safe. She demonstrates effective safeguarding procedures and a good understanding of the signs and symptoms a child may be at risk of harm. The childminder accurately records concerns and knows how and when to make a referral to other professionals, such as social services. She makes sure checks are completed to monitor the ongoing suitability of anyone living in the household or working directly with children. The childminder regularly checks the environment to make sure it is a safe place for children to play. She ensures risk assessments are effective at minimising 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:

- strengthen strategies to further help children move forward in their learning
- clarify how all children will be supported during planned activities and general play.

Setting details

Unique reference number	225123
Local authority	Leicestershire
Inspection number	10230026
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	18
Date of previous inspection	4 February 2022

Information about this early years setting

The childminder registered in 1993. She lives in Kegworth, Derbyshire. The childminder works with an assistant. She operates all year round, from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder and her assistant hold relevant childcare qualifications at level 3.

Information about this inspection

Inspector

Lora Teague

Inspection activities

- The childminder and inspector conducted a learning walk together, discussing the learning intention for children and how the environment is arranged.
- The inspector observed the childminder, her assistant, and children of all ages through the setting.
- The childminder and inspector observed interactions with children over a period of time and evaluated this.
- The inspector held discussions with the childminder and her assistant regularly during the inspection.
- Parents' and carers' views were taken into consideration.
- A sample of documents were reviewed, including paediatric first-aid certificates, suitability checks, and safeguarding policies and procedures.

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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