

Childminder report

Inspection date: 22 February 2024

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

The childminder and her assistant support the children's language and communication well. They listen attentively to children as they talk. When children struggle to pronounce words, such as yellow, the childminder sensitively repeats the word back to them. The assistant responds to babies' non-verbal communication, such as gestures and body language. When a baby starts to do the actions to a nursery rhyme, the assistant recognises this and sings the accompanying song. Older children copy the interaction they observe between the assistant and the baby. They imitate by singing the same nursery rhymes and sitting on the floor, pretending to row a boat using a doll as a partner.

The childminder provides activities that support children to learn about mathematical concepts. She encourages children to sort, match and count. Children confidently separate different coloured dinosaurs into corresponding coloured bowls. The childminder extends the children's play by supporting them to count how many dinosaurs they have in each bowl. She encourages them to identify which group of dinosaurs has the most and the least. Older children invite toddlers to join in with their play and help them to count. The childminder has positive expectations for children's behaviour. She praises older children for being kind and caring towards the younger children, which helps to build children's confidence and self-esteem. Children are happy in the company of the childminder and assistant.

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

- The childminder and her assistant reflect upon their practice. They evaluate how well children engage with the activities and experiences that they provide. They consider ways to enhance and improve the service provided. The childminder and her assistant access a range of training to help them build on their professional development knowledge and skills.
- The childminder implements a curriculum that focuses on children developing their social skills. She takes children to local stay-and-play sessions and music groups, so that they have the opportunity to make new friends and play and socialise with other children of the same age. However, the childminder has not fully considered how to extend children's awareness of the world around them. Specifically, to build on their knowledge and understanding of people different to themselves.
- The childminder helps children to develop their understanding of health and hygiene through daily routines. Children enjoy eating a range of freshly prepared meals and are happy to try the fruit and vegetables offered. The childminder is aware of children's dietary needs and ensures that the food she provides for them is safe and suitable for them to eat. Children access water throughout the day. They recognise their individual drink bottles and know not to share bottles,

as this would spread germs.

- The childminder works with parents to support children to settle when they start with her. She invites parents to stay with their children at first to help them feel safe and secure. However, procedures for seeking information from parents when children start attending are not as robust as possible. This means the childminder lacks information about children's experiences outside of the setting.
- Parents are very complimentary about the care that the childminder provides to their children. They say that their children really enjoy attending. They are well cared for and have close bonds with the childminder and her assistant. Parents comment that the childminder keeps them fully informed about what their child is doing during the time they are with her.
- The childminder supports children of all ages to develop their physical skills. She encourages babies to stretch and reach for toys and to use their hands to press buttons on toys that make sounds or activate lights. Toddlers develop muscles in their hands while using tweezers to pick up small dinosaur toys and move them between bowls. The childminder supports babies to crawl, balance and stand to strengthen the muscles in their legs and develop core strength. Older children have the opportunity to develop their physical skills on trips to the park, where they use large play equipment to climb on and balance.
- The childminder and her assistant support children to learn how to keep themselves safe. Children are reminded of the childminder's rules and boundaries. The assistant reminds children to walk when they become a little overexcited in their play and start to run inside. He helps them think about the possible consequences of running and how they may slip and bump their head.

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 children's understanding of the world and raise their awareness further about the diverse society that they live in
- develop procedures for obtaining information about children when they first start at the setting.

Setting details

Unique reference number	225202
Local authority	Leicestershire
Inspection number	10316746
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	0 to 10
Total number of places	12
Number of children on roll	14
Date of previous inspection	2 May 2018

Information about this early years setting

The childminder registered in 1994 and lives in Sileby, Leicestershire. She operates all year round, from 7am to 5.30pm, Monday to Friday except for bank holidays and family holidays. The childminder works with an assistant. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Teresa Lester

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 talked to the inspector about their curriculum and what they want their children to learn.
- The inspector carried out joint observations of group activities with the childminder.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with documentation to demonstrate her suitability.
- Parents shared their views of the childminder with the inspector.

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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