

Childminder report

Inspection date: 23 February 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are extremely happy in the childminder's care. They have very close emotional attachments to her and lovingly call her 'Nana'. The childminder is calm, nurturing and attentive towards children. They seek comfort from her when they feel a little unsure and she affectionately reassures them with a cuddle.

Children's interests are known by the childminder, who uses these to plan exciting activities to develop and extend children's skills. For example, she provides an activity for children who currently show a curiosity for balls. Children become engrossed in building a high tower piece by piece. They giggle and shout 'weeee' as they roll different size balls down this. Children learn and develop good communication skills. They excitedly engage in back-and-forth, quality interactions with the childminder, and make vocalisations which she skilfully acknowledges and responds to. Quieter children are given attention and time to respond. They are offered a range of resources to encourage their growing speaking skills, such as books and role play activities. Children are given opportunities to promote their physical skills when the childminder takes them to explore the local parks and woods. They bring wellington boots ready to go splashing in nearby water.

Children behave well. They receive praise from the childminder throughout the day. This helps them build up their confidence and self-esteem. Children feel a sense of pride as they receive praise and certificates for achievements in learning, such as potty training. Older children learn how to keep safe through good practices, such as crossing the road and being safe online.

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

- Children clearly enjoy the activities provided by the childminder and are deeply involved in play. For example, they stamp their feet and squeal with excitement as they learn how to roll a ball down a drainpipe and chase it as it rolls out. The childminder successfully creates challenges during activities by adding on new ideas when appropriate.
- Children develop a love of books from an early age. The childminder engages them throughout the day with stories. She uses her voice to make these sound exciting. Children listen intently and are fascinated. The childminder points to pictures and labels words for the younger children. They respond by copying her pointing and making sounds. Children thoroughly enjoy the experience and bring her more books to share. The childminder extends this by taking them on trips to the local library. Children choose books for themselves and listen to stories read by other adults.
- The childminder recognises when children start to lose focus in play. She cleverly picks up the subtle cues from them when they begin to lose interest.

The childminder responds quickly and adapts activities to make them exciting again. For instance, stacking cup towers become places to hide and seek out small toys.

- The childminder promotes good practice in relation to healthy lifestyles. She gives opportunities for children to be physical in the outdoors environment. Children learn about the importance of oral health and healthy eating through discussions and games. The childminder encourages independence. The environment is set out so that the children can self-select toys. Children help to tidy away after they have finished.
- The childminder has good relationships with parents. She spends time getting to know the families well before they start with her. She shares information with parents about their child's progression. Parents are told what their child has enjoyed doing and how this can be extended at home. They speak very highly of the childminder and are extremely happy with the care their children receive. In contrast, partnerships with other settings that the children attend are not as strong. The childminder does not yet share children's learning and next steps with these settings, to ensure continuity of care.
- Children follow the rules and are polite. The childminder offers caring encouragement when children run into difficulties, which builds up their resilience and supports them to keep going. They learn to respect each other and play nicely with the toys. Older children consistently use their manners, following the childminder's lead.
- The childminder has identified areas for improvement in her home. She has also made positive changes to ensure the safety and well-being of children. However, the childminder has not yet applied the same focus to further improve her knowledge and skills in childcare practice, to support children's ongoing learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of how to keep children safe. She can recognise the signs that may indicate a child is suffering from abuse, and knows the process and who to contact to follow up any concerns. The childminder actively seeks to expand her knowledge in this area. She finds out about local and national safeguarding incidents on a regular basis and uses the information to improve her own practices and become more vigilant. Thorough risk assessments are carried out to ensure the children are kept safe in her care.

What does the setting need to do to improve?

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

- increase opportunities to further develop knowledge and skills in childcare practice to support children's ongoing learning.

- strengthen partnerships with the other settings children attend, to ensure children receive continuity of care.

Setting details

Unique reference number	225357
Local authority	Leicestershire
Inspection number	10064428
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 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	21 October 2015

Information about this early years setting

The childminder registered in 1991 and lives in East Goscote, Leicestershire. She operates all year round from 7.15am to 5.45pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Leonie Miller

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 setting.
- The inspector carried out a joint observation with the childminder.
- Children spoke to the inspector about the setting.
- Parents shared their views about the setting.
- The inspector completed a learning walk accompanied by the childminder.
- The inspector observed interactions between the childminder and children.
- The inspector viewed provided a sample of documentation.
- The inspector observed the quality of education provided and assessed the impact on children's learning.

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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