

# Childminder report

---

Inspection date: 4 May 2022

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
|------------------------------|-------------|

---

|                          |             |
|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

|                                              |             |
|----------------------------------------------|-------------|
| Overall effectiveness at previous inspection | Outstanding |
|----------------------------------------------|-------------|

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

### **The provision is good**

Children show that they feel safe and secure in the childminder's home. They happily follow daily routines, such as to hang their coats on their allocated pegs when they come in from outdoors. Children have positive relationships with the childminder. They confidently talk to her about their needs and wishes. Children show care and concern for their peers. For example, older children help younger children to sit around the table with them for activities and mealtimes. They pull out their chair, so they can sit down and push the chair back when they are seated. Children help the childminder to keep the environment safe and tidy. They put equipment away after they have finished an activity, without being asked.

The childminder recognises when children need additional support and acts promptly. Children benefit from the childminder working with parents and other professionals to help close any gaps in their learning. Children develop their language skills. For example, when the childminder talks to them about hedgehogs, she introduces new words, such as hibernate and nocturnal. Children learn what these words mean and repeat the word, helping to extend their vocabulary. Children are excited to play in the childminder's garden. They manage risks and show strength in their bodies when they take it in turns to climb onto wooden structures and to slide down planks of wood on their tummies.

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

- The childminder supports children to be emotionally ready for changes they face. For example, when they first start attending, children are invited to attend settling-in sessions. This helps them to become familiar with the childminder and her home. Before children move on to school, the childminder invites school teachers to visit the children in her home. Children spend time talking to their new teacher, getting to know the person who will care for them.
- The childminder provides opportunities for children to learn how they can keep themselves safe. For example, older children confidently say that they will need to get out of the house if there is a fire. They show and talk about how they will 'stop, drop and roll' if their clothes catch fire.
- The childminder communicates frequently with parents about their children's progress and daily experiences. She supports parents to continue to support their children's development at home, such as encouraging them to read stories to children. This helps to promote consistency for children between the childminder and home.
- The childminder provides opportunities for children to be creative. Children show a good imagination when they use water and containers to make pretend drinks and cake. They use dough, sticks and beads to make a hedgehog.
- The childminder plans activities to encourage children to develop their literacy

skills. For example, older children confidently recognise letters in their own name and their friends. However, during some planned activities, the childminder does not adjust her interactions to extend children's individual learning needs. This reduces opportunities for children to make as much progress as possible in their development.

- Children learn skills in preparation for their move on to school. For example, they sit and listen well when the childminder reads a story. The childminder encourages children to be involved in the story telling. For example, she encourages them to finish off sentences and asks them questions about what is happening in the story. This encourages children to concentrate and to develop a love of books.
- The childminder supports children to manage their behaviour. For example, when children want to be the first one to ride their tricycle down a track in the garden, the childminder encourages children to take turns. This encourages them to be thoughtful and kind to their friends.
- The childminder offers children a healthy range of foods. She encourages children to take part in the preparation of fruit, promoting their independence. Children use safety knives safely to cut up banana for their snack, needing only minimal support. The childminder helps children to develop their knowledge of how food grows. For example, children help her to plant and grow potatoes in the garden.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder finds out about children's allergies and dietary requirements. She attends training courses to help her to meet children's individual health needs. The childminder understands her responsibility to safeguard children. She is aware of the signs and symptoms of abuse, including if children are being drawn into radicalisation or female genital mutilation. The childminder has policies and procedures in place that includes relevant information about where to report concerns about children's welfare. Furthermore, she knows the procedure to follow if an allegation of abuse is made against herself or her family members. This helps to keep children safe.

## What does the setting need to do to improve?

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

- use planned activities more effectively to help extend children's individual learning needs.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 225489                                                                            |
| <b>Local authority</b>                             | Leicestershire                                                                    |
| <b>Inspection number</b>                           | 10138561                                                                          |
| <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> | 1 to 11                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 10                                                                                |
| <b>Date of previous inspection</b>                 | 14 April 2016                                                                     |

## Information about this early years setting

The childminder registered in 1993 and lives in Saxelby, Melton Mowbray, Leicestershire. She operates during school term time from Monday to Thursday and during the school holidays from Monday to Friday, except for bank holidays and family holidays, from 7.45am until 6pm. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate level 3 qualification.

## Information about this inspection

### Inspector

Hayley Ruane

## Inspection activities

- This was 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 setting.
- The childminder and inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She reviewed a sample of documentation and evidence of the suitability of persons living in the household.
- Written feedback from parents was reviewed by the inspector, who took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022