

Childminder report

Inspection date: 4 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 show they are happy and feel safe in the kind and caring childminder's care. Their infectious giggles are a pleasure to hear. Children delight in hearing familiar songs that play on electronic devices. Despite being in the early stages of speaking, children mouth the words of popular rhymes. The childminder offers toys relating to the songs to further engage the children. This helps to promote their imagination. Children enjoy sensory activities as they explore different textures, such as sand and pipe cleaners. Despite initially being reluctant to touch items, the childminder offers lots of praise when they do. This contributes to children's exploratory impulse and developing confidence.

Children show high levels of concentration and imagination. For instance, they pretend to fill empty bottles with water in the role-play kitchen. They spend a long time pretending to refill their bottles before they pour pretend water into different coloured bowls. Young children are polite and courteous. When the childminder passes them a doll they respond with thank you. Children value the friendships they have formed with one another. When their friends arrive for their afternoon session, toddlers shout out their name to greet them. Children play harmoniously together.

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

- The childminder is methodical and organised in her approach to her business and practice. She does not feel over burdened by her workload. This, in turn, contributes to making sure outcomes for children are positive and children make good progress in their learning and development.
- The childminder uses every opportunity to model and reinforce language. This helps to promote children's early language and communication skills. For example, the childminder provides narratives during children's play. She uses familiar words and adds new ones, such as 'spider's web', to further extend children's vocabulary.
- The childminder has an overall good understanding of what she is teaching and what children are learning from activities. However, she occasionally lacks the confidence in her interactions to challenge and extend children to build on what they already know and can do.
- The childminder weaves mathematical concepts into everyday activities. She introduces children to counting and positional language as they play and sing.
- The childminder knows what children like to play with. She makes sure these activities are available. For example, toddlers thoroughly enjoy playing with dolls. They show a positive attitude to learning and spend a long time exploring through role play. Children skilfully undress the dolls, cover them up and give them a pretend drink.

- The childminder encourages young children to be as independent as possible. For example, toddlers begin to learn to put on their own shoes before they go outside. When they put them on the wrong feet, the childminder praises their good efforts and encourages them to have a go at changing them around.
- The childminder is mindful that some children experienced less social interactions during the COVID-19 pandemic. As a result, she ensures that children benefit from learning experiences in the local area and wider community. Children visit the park, local shops, and have regular opportunities to socialise with other children and adults. This helps to support their social development. Children are developing a strong sense of themselves as they learn about differences, including people living in their wider communities.
- The childminder has a positive approach to ensuring children benefit from healthy food choices. For example, she is confident to speak to parents if she considers lunch box choices may not be healthy. Children benefit from daily opportunities to be physically active in the childminder's well-resourced garden. Children eagerly anticipate the opportunity to chase and pop bubbles.
- Parents are very complimentary about the quality of care and education offered by the childminder. They particularly appreciate the daily updates and the quality of information they receive in their children's home communication books. They comment that the experiences received brings out the best in their children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows her responsibilities to protect the children she cares for. She updates her training and knowledge on a regular basis, in regard to all aspects of safeguarding. For example, the childminder knows the procedure to follow if an allegation is made about her or a household member. She understands what to do if a child arrives with an injury from home and who to contact if a child makes a disclosure to her. The childminder has a good understanding of broader safeguarding concerns, including the potential risk to children with regard to radicalisation and extremism. The childminder and her assistant have a paediatric first-aid qualification should they need to attend to a minor accident.

What does the setting need to do to improve?

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

- develop interactions with children to further extend and challenge their learning.

Setting details

Unique reference number	225492
Local authority	Leicestershire
Inspection number	10138559
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 11
Total number of places	12
Number of children on roll	7
Date of previous inspection	17 August 2015

Information about this early years setting

The childminder registered in 1992. She lives in Melton Mowbray, Leicestershire. She operates Monday to Friday, from 6.45am until 6.15pm. The childminder holds a level 3 childcare qualification. She occasionally works alongside an assistant. The childminder is able to provide funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Sharon Alleary

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 this into account in their evaluation of the provision.
- The inspector held discussions with the childminder and the children throughout the inspection.
- The childminder and the inspector carried out a joint analysis of some of children's activities.
- The inspector observed the quality of education during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector took account of parent's written feedback.
- Relevant documentation was viewed during the inspection, including the childminder's first-aid qualifications.
- The inspector completed a safety check of areas of the setting available to children.

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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