

Childminder report

Inspection date: 3 December 2019

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 demonstrate that they are happy and secure in the childminder's care. The childminder has thoughtfully organised her home to provide children with a safe and homely learning environment. She places great emphasis on understanding and responding to the individual needs of children and their families.

The childminder is nurturing and supportive and has high expectations for children's achievements. She provides interesting activities and maintains good-quality interactions with children. This contributes towards the positive attitude that children have towards their learning. They consistently demonstrate high levels of engagement and motivation. For example, children become deeply engrossed as they persist in an activity that helps them to explore and use different materials to create their own 'ladybird'.

Children behave extremely well. The childminder provides clear boundaries for children. They listen and follow her instructions. For example, they clear away the toys and sit at the table in preparation for their snack. Children are learning to understand the feelings of others. The childminder sensitively supports them to take turns and share their toys. Children show their confidence in social situations. For example, they willingly communicate with visitors.

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

- The childminder provides children with lots of opportunities to broaden their knowledge of the world that they live in. She is attentive to any possible gaps in children's experiences. For example, she spends time with children exploring the local community. This provides children with the chance to see sheep grazing in fields and enjoy identifying different fruit and vegetables in the local supermarket.
- The childminder works in partnership with parents. She talks to parents when they drop off and collect their children. The childminder keeps them up to date with the progress that their children make. She shares ideas with parents, such as using reward stickers for when children achieve goals in developing skills in personal independence. Parents are highly complimentary of the care and experiences offered to their children. That said, partnerships with other settings that children attend need to be strengthened further in order to consistently support and complement children's care and learning experiences.
- The childminder is patient and calm. She offers activities across all areas of the curriculum. The childminder understands when it is appropriate to stand back and allow children time to follow their own thoughts and when to offer help and guidance. For instance, she steps in to show children how to use a pulley to wind up a lift on a farm toy. She spends time extending their knowledge as she

points out the shape, size and colour of the pulley. The childminder knows children well and understands what she needs to do to help them move on to the next stage in their learning.

- The childminder supports children's communication and language skills effectively. She speaks clearly to encourage children's correct pronunciation and offers commentary to their spontaneous play. This helps to extend children's vocabulary. Even quite young children use advanced descriptive words, such as 'queueing', in their play.
- The childminder ensures that children's individual personal-care routines are followed. She encourages children to make decisions for themselves, such as when they need to have a drink or a snack, to promote their independence.
- Children enjoy healthy and nutritious food. The childminder makes sure that children have lots of opportunities to be physically active inside and outdoors. They relish in opportunities to talk about their dancing capabilities and show an awareness of how technology can provide the appropriate music.
- The childminder reflects on her practice to identify areas for development on a regular basis. She meets with other childminders to share ideas. However, the childminder does not identify opportunities to enhance her skills and knowledge in order to reach the highest standard in meeting children's care and learning needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to keep children safe from harm. She completes regular child protection training to ensure that her knowledge of legislation is consistently up to date. She is aware of the signs that could indicate that a child is at risk, including extremist behaviour. The childminder is aware of the procedure that she should follow should she have any concerns over the welfare of a child. Risk assessments help the childminder to identify and minimise potential hazards to children. The childminder closely supervises children in her home and on outings.

What does the setting need to do to improve?

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

- strengthen partnerships with other settings that children attend to consistently support and complement children's care and learning experiences
- identify opportunities to enhance skills and knowledge to reach the highest standards in meeting children's care and learning needs.

Setting details

Unique reference number	225808
Local authority	Leicestershire
Inspection number	10064433
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	23 September 2015

Information about this early years setting

The childminder registered in 1996 and lives in Oadby, Leicestershire. She operates her provision all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Ann Lee

Inspection activities

- The inspector and the childminder viewed the areas used by children. Throughout the inspection, the childminder outlined her approach to the inspector for caring for children and supporting their ongoing learning and development.
- The inspector observed the interactions between the childminder and children during activities and assessed the impact these have on children's learning.
- The inspector held discussions with the childminder and spoke to children at appropriate times during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector checked evidence of the suitability of the childminder and other household members and looked at relevant documentation.
- The inspector took account of the views of parents from information provided by the childminder.

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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