

Childminder report

Inspection date: 13 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 enjoy their time with the childminder and show they are happy in her home. They move around the house and garden choosing where they play and what they want to play with. Children have a positive attitude to their learning and eagerly join in when the childminder makes suggestions. For example, they go with her to pick raspberries and tomatoes to have for tea. While picking the fruit the children excitedly talk about a frog in the strawberries and how ladybirds sit on the leaves. This helps to develop children's understanding about nature and how fruit grows.

Children thoroughly enjoy playing outside. They develop their physical skills as they climb rapidly up the slide and glide down safely. They balance on beams and play throwing and catching with the childminder. Children shout, 'I've done it,' as they use a toy golf set and manage to get the ball into the hole. Children learn to ride bicycles with stabilisers. The childminder helps the children to balance, and soon they are pedalling around the patio riding the bicycle and ringing the bell. As a result, the children are strengthening their large-muscle skills, but ultimately having fun.

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

- The childminder implements an exciting curriculum that considers children's interests. She understands how children learn through play and provides opportunities to help children develop their future skills. For example, children enjoy using paint brushes and buckets of water; they paint lines on the wall holding a paintbrush with control. This helps to develop children's strength in their arms and wrists, which will help them to hold a pencil and be able to make marks and draw.
- The childminder supports children's language skills well. She engages older children in conversations and encourages them to ask questions. Children take part in discussions while they play. For instance, about their families, siblings and their birthday. Children then become interested in a birthday card and count the sprinkles on the card, extending their counting skills.
- The childminder plans focused activities, such as making card ice lollies, for example. Children enjoy these activities. However, the childminder tells the children where to put the glue and which shaped piece of card to use. This means the children are not fully exploring the materials on offer to help develop their creative skills.
- The childminder builds good relationships with parents. She exchanges lots of information about children. The childminder shares photographs and observations about what the children are doing. This means parents can support their children with their learning at home, if they wish. Parents speak highly of

the childminder, saying she is professional and caring.

- The childminder broadens children's experiences. This widens their knowledge and extends their interests. For example, children who love knowing about space and rockets, go to the space centre with the childminder. Here they learn about the stars and planets, and press various kinds of buttons inside a real-sized rocket.
- Children's behaviour is good. The childminder is a good role model. She gives children gentle guidance to support them to take turns and have good manners. Children use their manners frequently throughout their play. They take turns at throwing and catching a ball and turning the pages of a book, saying 'My turn, your turn.'
- The childminder promotes children's self-care skills. Children know to fetch their shoes to go outside, for example. The older children are able to put them on by themselves. They can go to the bathroom on their own and wash their hands. In preparation for school, older children learn to open their own lunch box and yoghurt pot.
- The childminder is reflective and demonstrates a genuine enjoyment in her work and in being with children. She keeps up to date with mandatory training. However, the childminder does not always focus on training opportunities to develop her knowledge. For example, on how to implement creative activities for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to keep children safe and protected from harm. She understands the procedures to follow if she has a concern about a child's welfare or an allegation is made against her. The childminder attends training to keep her safeguarding knowledge up to date, which includes information about the 'Prevent' duty and female genital mutilation. Thorough risk assessments ensure that the premises are safe and secure. The childminder provides activities for children to learn about taking risks and being safe. For example, using scissors carefully and chopping up their own fruit with a knife.

What does the setting need to do to improve?

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

- give children more opportunities to explore media and materials themselves during focused activities to develop their individual creative skills
- develop the programme of professional development to raise the quality of education to an outstanding level, paying particular attention to how creative activities are implemented.

Setting details

Unique reference number	225809
Local authority	Leicestershire
Inspection number	10138443
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	3 to 5
Total number of places	6
Number of children on roll	2
Date of previous inspection	10 June 2015

Information about this early years setting

The childminder registered in 1994 and lives in Glenfield, Leicester. The childminder operates all year round, from 8am to 5pm, Tuesday to Thursday, except for bank holidays, the week at Christmas and family holidays. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Jan Hughes

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 provider.
- The inspector completed a learning walk of the childminder's provision and discussed how she organises and implements her curriculum.
- The childminder took part in a joint observation with the inspector. The inspector considered the quality of education during activities and the impact this had on children's learning.
- The children spoke with the inspector at appropriate times throughout the inspection. The inspector observed interactions and conversations between the childminder and the children and considered the impact these have on children's learning.
- Parents sent testimonials about the childminder's service to the inspector so she could take into account their views.
- The inspector had a discussion with the childminder about her training and how she evaluates her practice.
- The childminder showed the inspector relevant documentation and evidence of her suitability.

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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