

Childminder report

Inspection date: 6 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 are happy and choose what they want to play and where they want to play. They are eager and have a positive attitude to their learning. They race up and down the garden safely. Older children climb up slides and balance as they turn around at the top, which develops their physical skills. Younger children delight in pushing dolls around the garden in pushchairs. They pretend to go shopping, using their imagination.

All children take great pleasure in joining in a singing session. This helps their memory and language skills. They sing a selection of popular songs, remembering the words and actions. They thoroughly enjoy pretending to walk through a jungle. They make big and small steps, using their large-muscle skills, and roar loudly like a lion.

Children build strong attachments with the childminder and join her in the activities she plans. This is evident as children look for potatoes. They empty a sack and pull at the soil, which helps to strengthen their fingers. The childminder introduces the children to new words, such as 'stalk' and 'roots'. This widens their knowledge of plants and increases their vocabulary. The childminder extends this experience and they discuss how they will cook the potatoes for dinner.

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

- The childminder implements a curriculum that provides a range of interesting opportunities for children. These opportunities stimulate and engage the children well. For instance, children explore their ideas as they decide where to put the furniture and wooden people in the doll's house. They are keen to try out activities, such as finding potatoes. However, at times, the childminder is overenthusiastic in helping children. This means that she does not give children the time to find their own ways of doing things and solve problems.
- Overall, the childminder promotes children's mathematical skills. She has numbers on display around her play environment and compares the sizes of objects with children. Children sing number songs, which begins to develop their use of mathematical language. However, the childminder does not always support children to extend their mathematical knowledge. For example, older children do not make frequent use of numbers or practise their counting skills as they play.
- Partnerships with parents are strong. The childminder keeps parents well informed about children's learning. She sends home photos of what the children are doing, so parents can continue to help them at home. Parents give feedback and say that they appreciate the reassurance and support given by the childminder. They comment that their children really enjoy their time with the

childminder and look forward to attending.

- The childminder takes the children on many trips to broaden their learning. She knows that the children travel to most places in cars. To widen their experiences of travelling, she takes children on trains. They buy their own ticket and enjoy going to a city museum where they learn how to behave in different places. They see dinosaur artefacts to build on what they know from toy ones and ones they see in pictures and books.
- The childminder has hygienic routines for children to follow and provides healthy foods and water to drink. She supports children to develop their self-care skills. For example, she encourages them to put on their own shoes and to wash their hands in readiness to eat. Children feed themselves and are polite as they say 'please' and 'thank you' at mealtimes. This helps children to develop independence.
- The childminder encourages positive behaviour. She is calm and gets down to children's level to explain what she wants them to do. Children learn and understand the expectations for their behaviour. For instance, the childminder teaches children to share the toys and take turns. This is evident as the children share the spades as they dig and take turns to pull potatoes from the soil.
- The childminder ensures that mandatory training is up to date, to help to keep children safe and well. The childminder describes how she looks for new ideas online to help her to develop the curriculum for children. She uses children's favourite activities, such as going to 'wriggle group' at the library, to support other areas of their learning, for example to extend children's love of books.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the signs and symptoms of abuse. She understands her responsibility to report concerns and knows the process for doing this. The childminder completes regular training to keep her knowledge up to date. She has a good understanding of other issues in society, such as the risk to children if families are drawn into extremism. She is aware of the process if there is an allegation made against anyone in her household and ensures their ongoing suitability. The childminder has her current paediatric first-aid certificate and knows how to deal with accidents. She supervises the children well and has a safe and secure environment.

What does the setting need to do to improve?

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

- provide more consistent encouragement to allow children to find things out for themselves and to solve problems
- build on the implementation of the mathematical curriculum to support children

to use number and counting during their play to develop their understanding of mathematics.

Setting details

Unique reference number	225848
Local authority	Leicestershire
Inspection number	10137405
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 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	10 December 2015

Information about this early years setting

The childminder registered in 1994 and lives in Leicester. She operates all year round from 7.15am to 6pm, Monday to Thursday, except for bank holidays, a week at Christmas and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an early years qualification at level 3.

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 setting.
- The inspector had a learning walk of the childminder's provision and discussed how the childminder 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 has on children's learning.
- The children spoke with the inspector and invited her into their play at appropriate times throughout the inspection. The inspector observed interactions and the conversations between the childminder and the children and considered the impact these have on children's learning.
- The parents wrote testimonials for the inspector so that she could take account of 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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