

Childminder report

Inspection date:

6 February 2020

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children enjoy the time they spend with the childminder, who provides a warm, caring and safe environment. The childminder finds out from parents about the children's routines and interests before they start. She uses this to provide resources for individual learning. Children are provided with a good variety of play-based learning opportunities. Children behave well and listen attentively to the childminder. For example, children tidy the play space to put away the paw patrol toys and make room for the dolls and pushchairs.

The childminder has high expectations for all children. The range of ages are well catered for with play-based activities that involve all age groups and abilities. For example, children play matching games and use the environment to spot colours of objects on the walk to school. Older children show care and consideration for the younger ones. They help them to reach a drink, put on their coat or remove their hats and shoes indoors. This promotes children's independence. Children make good progress in their learning. The childminder effectively promotes mathematical concepts throughout. Older children are supported in letter recognition as they match pictures to letters. The childminder sounds out letters to provide early literacy skills and prepare them for the next stage in learning.

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

- Children are happy, settled and keen to learn. The childminder is sensitive to children's needs which makes them feel safe and emotionally secure. The children are welcomed with cuddles and excitement, giving a sense of the children being part of a 'family'.
- The childminder helps children understand about the needs of others. For example, children sit on her lap as she plays with peg boards and encourages children to turn take with putting the pieces in. Children receive regular praise from the childminder. They have high levels of self-esteem, shown by children clapping their hands or saying 'yes I did it' when they achieve something.
- Children enjoy sharing experiences with the childminder and often bring her toys or make requests for her to support their play. The childminder uses this to extend learning and problem-solving opportunities. For example, children use their imagination by using a spade on block towers for the cars to go under. However, children's interests could be used more, to encourage children to concentrate for longer in activities that are not of the child's choosing. This means the impact of what is being taught is not as effective.
- Children take part in daily outdoor play and learn about healthy lifestyles to make sure they get plenty of fresh air and exercise. For example, they visit the park on scooters or walk to see the horses nearby. Here they can use play equipment to develop balance and coordination skills. Children also learn about

the community, other cultures and local environment in a well-designed curriculum. This helps develop children's knowledge of the world around them.

- The childminder develops children's mathematics skills very well. Children learn about colours, shapes and numbers in their play. For example, children count groups of jigsaw pieces as they are put together or spot numbers on doors when coming home from school. Children also learn about direction as the childminder describes under, over and inside, in relation to the toys. The childminder comments well on the children's play, describing what they are doing and asks open-ended questions to clarify and extend thinking. However, at times, the childminder does not give children enough time to think or answer. This sometimes limits children's communication and language opportunities.
- The childminder has established very good working relationships with parents. The childminder provides information for parents on ways they can help at home. Children make good progress. The childminder shares ideas with parents and uses this knowledge to plan and extend the learning opportunities for children through play. Parents speak highly of the childminder for the quality of care provided. Children have access to a range of activities.
- The childminder improves her provision based on the needs and interests of the children and their families. She keeps up to date with local information and documentation. She has improved her understanding of diversity since her last inspection and works closely with other providers.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear of her responsibility to keep children safe. She has a good understanding of signs and symptoms that may indicate a child is at risk of harm. She is aware of wider child protection issues and importance of internet safety. She is confident and knows what to do if she has concerns. The childminder keeps herself up to date with any changes using local authority websites and training. The childminder keeps the children safe when walking and visiting the local area. She risk assesses the home environment regularly. The children are well supervised.

What does the setting need to do to improve?

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

- give children enough time to process their thoughts, to enable them to respond to questions and express their ideas
- improve how activities are planned and organised to further develop children's concentration and participation using their interests.

Setting details

Unique reference number	225918
Local authority	Leicestershire
Inspection number	10064528
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 11
Total number of places	6
Number of children on roll	19
Date of previous inspection	14 July 2016

Information about this early years setting

The childminder was registered in 1993 and lives in Ratby in Leicestershire. She operates all year round from 7am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Donna Edwards

Inspection activities

- The inspector viewed the play spaces and observed interactions between children and childminder.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector completed a joint observation.
- The inspector took into account the views of parents and children from written and verbal communication during the inspection.
- The inspector looked at a range of documentation, including risk assessments, training, policies and household suitability checks during the inspection.
- The inspector accompanied the childminder on the school drop-off with children that attend before school.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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