

Childminder report

Inspection date: 27 April 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	Good
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What is it like to attend this early years setting?

The provision is good

Children enter the childminder's home happy and ready to play. They have strong, loving attachments with the highly attentive childminder. They regularly bring over toys to include her in their play. Children enjoy singing throughout the day. The childminder often spontaneously bursts into song. Children respond by enthusiastically joining in with actions or familiar phrases. They use instruments to enhance their songs. For example, they bash together cymbals to represent a crocodile snapping. Children smile and giggle as they make loud noises.

Children are extremely well behaved. They play together nicely with gentle support from the childminder. They are given praise throughout the day, which builds on their self-esteem. They confidently explore the environment. Children interact with activities specifically planned with their interests and next steps in mind. The childminder skilfully extends children's thoughts as they play, which supports children in making good progress from their starting points.

Children develop their imaginative play. For example, older children create menus and prepare 'ice cream and coffee' for the childminder in the play kitchen. They talk about healthy food and the importance of good oral hygiene. Children are well supported to explore their emotions. They look at themselves in the mirror and also point to pictures of different facial expressions to show how they're feeling.

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

- The childminder knows the children extremely well. She has a clear understanding of their levels of development and next steps in learning. She uses information gathered from parents, along with her own observations, to plan meaningful learning experiences. For example, younger children copy the childminder cuddling and taking care of a doll. She successfully builds on what the children already know and can do.
- The childminder promotes early mathematical concepts well. Children are exposed to numbers and counting throughout the day. The childminder skilfully adapts the delivery of mathematical concepts depending on the age of the child. For example, older children learn how to subtract using marks in play dough. They show their understanding by creating their own mathematical problem for the childminder to solve. Younger children hear numbers repeated to them as they play.
- The childminder attends regular training which has a positive impact on her practice. She brings the concepts she has learned into the setting. For example, she has evaluated the negative effect of having too many toys out at one time. She has now adapted this, the result of which is an improvement in children's focus and interest.

- Children's communication and language is well supported. The childminder does this by continuous, quality interactions. She simplifies language for younger children and responds enthusiastically when they attempt vocalisations. She extends and increases vocabulary by adding new words. The childminder talks with children about the colour of play dough and that it is 'squidgy'. She asks children appropriate questions as they play, to build on their own thinking.
- The childminder is aware of the importance of supporting children to be independent. They explore the environment independently and self-select toys. However, the childminder does not always promote opportunities for older children to develop their independence at mealtimes, for instance by giving children the opportunity to develop their use of cutlery.
- Children learn about differences and diversity through the resources provided by the childminder. They have conversations about people with disabilities. The childminder sensitively talks about how people are different and what makes them unique. Children gain a greater understanding of people in the wider community.
- Parents are extremely happy with the care their children receive. They speak very highly of the childminder. They report that they have seen amazing developments in their children's confidence. The childminder keeps parents regularly informed about children's daily routines and well-being. However, the childminder does not yet support parents to extend children's learning in the home environment.
- The childminder promotes a love of books and stories. Children often bring books over to her to share and are fascinated as she brings the stories to life. She talks about what is happening in the book and relates it to children's past experiences. Children excitedly join in with the parts they know. They show concentration and also show they have remembered the story by answering questions about it.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates secure knowledge and understanding of safeguarding issues, including those linked to radicalisation and female genital mutation. She knows how to recognise signs that a child's welfare may be suffering and how to report these appropriately. She keeps her knowledge up to date with regular training. The childminder carries out daily safety checks of her home to create a safe environment for children to play. She ensures that any risks are identified and resolved quickly. Regular fire drills are carried out with the children to ensure they are familiar with the evacuation procedure.

What does the setting need to do to improve?

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

- increase opportunities for older children to develop their independence, particularly at mealtimes.
- develop ways to support parents to extend children's learning in the home environment.

Setting details

Unique reference number	225957
Local authority	Leicestershire
Inspection number	10070976
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	1 to 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	27 February 2015

Information about this early years setting

The childminder was registered in 1992. She lives in Hinckley, Leicestershire. The childminder operates all year round from 6.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Leonie Miller

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 carried out a joint observation with the childminder and discussed the impact on learning.
- Parents and carers discussed their views with the inspector.
- The inspector viewed a sample of documentation, including safeguarding policies and safety checks.
- The inspector observed the quality interactions between the childminder and children.
- The childminder and inspector completed a learning walk together to discuss the curriculum.

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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