

Childminder report

Inspection date: 5 May 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 have strong, emotional attachments to the childminder and her assistant. They run into the setting happy and ready to explore. Children are given a range of activities based on their interests which helps them become highly involved in play. They benefit from a well-planned curriculum which supports their learning and development. Children are confident in the environment showing that they feel safe and settled.

Children develop a love for the world around them through the childminder's passion for nature. They excitedly peer into the pond to look for frogs. Children learn to care for living things as they tend to caterpillars. They talk about how the caterpillar is using energy inside the chrysalis to grow into a butterfly. Children are excited to find snails in the garden. The childminder shows them how to coax them out of their shells by putting water down. Children use magnifying glasses and watch closely. The children spend most of their day outdoors, they go to the local farm, the woods and on walks around the area.

Children behave well and play cooperatively with others. The childminder deals with minor conflict promptly by discussing it with the children. As a result, children learn how to share and take turns. Children are praised constantly throughout the day. They enjoy independently choosing which toys to play with. Children confidently ask the childminder for things they need if they can't see them out.

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

- The childminder and her assistant have extensive knowledge of the children in their care. They use this to plan sequenced learning opportunities. For example, children build on their existing knowledge of colours by mixing paint. They see which new colours they can make. Children guess what colour it may turn into first and then excitedly wait for the outcome. They are enthusiastic about learning and make good progress.
- The childminder encourages early mathematical concepts in play. Children build tall towers. The childminder asks them to measure themselves against it. Children use language such as 'biggest' and 'shorter' as they each have a turn at standing by it. They are encouraged to count while looking at books. Children are given opportunities to repeat what they have learned to secure learning.
- The childminder has strong partnerships with the local primary school and playgroup. She regularly shares information about children. The childminder works together with other settings children attend to ensure continuity of care. The primary teacher comments on how supportive the childminder has been during the COVID-19 pandemic. As a result, children transition well between settings.

- Children are supported to be independent. They are encouraged to put their shoes on themselves and hang up their own coats. Children develop new skills as they learn to cut fruit up safely at snack time. They receive constant praise throughout the day which builds their self-esteem. Quieter children are well understood and are gently encouraged to give their opinions and answer questions. Children's thoughts and ideas are listened to. However, the childminder and her assistant do not consistently extend conversations with children when they share their thoughts or feelings. This can sometimes limit children's learning opportunities.
- Children learn the importance of leading healthy lifestyles. The childminder provides a range of healthy snacks. Children help to grow their own fruit and vegetables in the childminder's garden. They nurture and tend to the plants regularly and eventually eat what they have grown. Children are taught the importance of handwashing and benefit from a regular tooth brushing routine.
- The childminder and her assistant have a good knowledge and understanding of children's needs and development. They spend time looking for new ideas to enhance their childminding practice. The childminder holds informal discussions with her assistant to reflect on the care they provide. Together they implement changes for improvement. However, there are not yet planned supervision opportunities for the assistant to further support her ongoing development.
- Parents comment on how happy they are with the childminder's care. They discuss how they have seen big differences in their children's development, especially regarding speech. Parents talk about how their children have gained a love of nature from the childminder. Children benefit from taking resources home to share with their families. The childminder gives parents regular ideas of how to extend children's learning in the home environment.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant attend regular training to keep their knowledge of safeguarding up to date. They are aware of their responsibilities and know the process for reporting any concerns about a child's welfare. Both the childminder and her assistant are clear on the signs and symptoms that could indicate a child may be suffering from harm. The childminder carries out risk assessments to ensure her home is safe and secure. She teaches children safe practice when they are outdoors, including how to safely cross the road. All current household members have suitability checks and are qualified in paediatric first aid.

What does the setting need to do to improve?

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

- extend conversations with children when they share their thoughts or feelings to

provide further learning opportunities.

Setting details

Unique reference number	226067
Local authority	Leicestershire
Inspection number	10064531
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 10
Total number of places	12
Number of children on roll	28
Date of previous inspection	14 January 2016

Information about this early years setting

The childminder registered in 1998 and she lives in Leicester. She holds an appropriate early years qualification at level 3. The childminder works with an assistant. They operate all year round from 7.30am until 6pm, 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 childminder took the inspector on a learning walk in which they discussed the curriculum.
- The inspector had discussions with parents to gain their views.
- The inspector observed children in play and assessed the impact of the curriculum on their learning.
- The childminder and the inspector carried out a joint observation.
- The inspector had discussions with both the childminder and her assistant.
- The inspector viewed a sample of documentation including safety checks and first aid certificates.

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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