

Childminder report

Inspection date: 9 January 2023

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	Met
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What is it like to attend this early years setting?

The provision is good

Children are confident to arrive at the childminder's house and happily separate from parents, showing that they feel safe and secure. Children enjoy playing alongside the childminder. They are keen to listen to stories and point to pictures in books, helping them to develop a love of books. Older children develop their hand and eye coordination and knowledge of colours when they are invited to thread small coloured beads onto a furry wire. They learn how to share when they are asked to hand out beads to their friends. Younger children are encouraged to develop their self-care skills. For example, they are given a spoon at lunchtime and encouraged to feed themselves. Children are supported to develop their understanding of shapes when they play with shape sorters. They learn the name for a triangle and square. Children develop their imaginary play through role-play experiences. They tell the childminder that they are going to the shops when they carry a toy baby carrier around the room.

Children behave well and are given gentle reminders to use good manners. For example, children are reminded to say 'thank you' when they receive food at snack time. Children follow good hand-hygiene routines, such as to wash their hands before eating. This helps to promote their good health.

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

- When children first start attending, the childminder gathers information from parents about children's prior abilities. She uses this information, along with her own observations and assessments, to plan for children's learning. For example, she plans activities to encourage children to learn about oral hygiene. Children listen to stories about going to the dentist and have opportunities to learn how to clean pretend teeth.
- Overall, the childminder supports children's communication and language skills well. She repeats words children say incorrectly, helping them to hear the correct pronunciation. However, children who speak English as an additional language are not supported as effectively. The childminder does not provide opportunities for children to hear the language they speak and hear at home, to support their language development and sense of belonging.
- The childminder encourages children to learn skills for the future and for their move on to school, such as to be independent. For instance, she encourages children to put on their shoes and coats. Children put their plates onto the worktop when they have finished eating their snack. They put their empty food packaging in the bin when they have finished their lunch.
- The childminder works in partnership with parents to support their children's learning. She shares information with them about children's achievements. The childminder offers parents ideas and suggestions about how they can continue

to support their children's learning at home, such as to identify and name objects to support their speaking skills.

- Children are provided with opportunities to learn about similarities and differences. For example, the childminder invites parents to bring in food from their own cultures for children to taste. This contributes to children's understanding of foods from around the world.
- The childminder gives children lots of praise, such as 'well done', for their achievements. This helps them to understand what is expected of them. Children listen well and follow instructions, such as when the childminder asks them to tidy away toys before playing with others. This helps to give children a sense of responsibility for caring for the environment.
- The childminder offers children settling-in sessions when they first start attending. This helps to promote children's emotional well-being. Children spend short periods of time getting to know the childminder, her co-childminders and the environment before they are left for longer periods of time.
- The childminder is reflective and identifies improvements to increase opportunities for children. Recent changes to the layout of the space indoors offer children a quieter and safer area for them to sleep. However, she has not identified how she can fully support children to extend their interests outdoors, particularly for those children who prefer to learn outdoors. This results in children running around and not being fully engaged in learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps doors and garden gates securely locked. She has a camera in the playroom, so she can see people arriving at her home. This helps to stop other people from having access to children. The childminder uses a safety gate to stop younger children from entering certain areas in the playroom. This is to stop younger children from accessing equipment and toys that are not safe for their age. The childminder knows the signs and symptoms that may suggest a child is at risk of harm. Furthermore, she understands how to identify if children are being drawn into radicalisation or extreme views. The childminder knows where to report any concerns she has regarding children's safety or welfare.

What does the setting need to do to improve?

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

- strengthen knowledge of how to support language development and a sense of belonging for children who speak English as an additional language
- support children to extend their interests and learning outdoors, particularly for those children who prefer to learn outdoors.

Setting details

Unique reference number	226664
Local authority	Leicester
Inspection number	10260088
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	8
Date of previous inspection	27 June 2018

Information about this early years setting

The childminder registered in 1999 and lives in Leicester. She operates all year round from 8.30am until 6pm on Monday, Tuesday and Wednesday and alternative Thursday and Fridays, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate level 3 qualification. She works with co-childminders and occasionally with an assistant.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the childminder has 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 childminder.
- The childminder and inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She reviewed a sample of documentation and evidence of the suitability of persons living in the household.
- Written feedback from parents was reviewed by the inspector, who took account of their views.

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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