

# Childminder report

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Inspection date: 8 June 2021

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

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

### The provision is good

Children are well-settled in this friendly home and demonstrate that they feel safe and secure. They move around with confidence from an early age and self-select toys they want to play with. Children are eager to join in activities. This is evident as they investigate water and ice. Children scream 'it's cold' as they touch the ice and look what is inside. They use tools, such as hammers, to get the toy fish out of the ice, showing good small-muscle control. Children count how many fish they have and talk about the fish, for example, describing the shark's 'big teeth'.

The childminder has high expectations for the children she cares for. She follows children's interests and encourages them to learn through play. Children display high levels of engagement and concentration as they investigate how to use pipettes. They squeeze the water up the tube using their finger and thumb. Children giggle and show that they are enjoying this experience.

Children behave well and have a positive attitude to their learning. They have strong attachments to the childminder and her assistant and often go for cuddles. This helps to support children's emotional well-being. Children take pride in their achievements and benefit from the praise and encouragement the childminder provides. This also helps to build children's self-esteem and confidence.

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

- The childminder organises her curriculum well. She lets children take the lead in their play. The childminder knows the children well. She understands what she needs to do to help them move on to the next stage of their learning. For example, she helps children who do not know how to cut to develop this skill. Children confidently use scissors to snip into the play dough and to cut out shapes. The childminder understands how to identify any gaps in children's learning to ensure they make good progress.
- The childminder understands children's individual routines and ensures that their health is promoted effectively. Children have daily access to outside play. They run, jump, and use ride-on-toys in the garden successfully. Children demonstrate they can catch and kick a ball as they play cooperatively together. These opportunities also help children to develop their physical skills.
- Children develop their independence and personal care skills. They wash their hands regularly, feed themselves during snack time and help themselves to their drink. Children demonstrate they are learning to keep safe. For example, they use knives to cut their own fruit and know to put on sun cream when it is sunny.
- The childminder sets high expectations for behaviour and shows respect for children's preferences. She sets clear age-appropriate and consistent boundaries for children. The childminder and her assistant are good role models for positive

behaviour. Children use good manners from an early age and are learning to take turns and share toys.

- The childminder reflects on her practice to identify ways to improve the support for children's learning. Since her registration, she has introduced a 'mud kitchen' containing pots, pans, jugs and utensils. This enables children to extend their imagination, for example as they pretend to make soup.
- The childminder monitors her assistant effectively, to ensure the quality of teaching. She talks to her about her performance and ensures she knows the learning needs of the children. Both the childminder and assistant attend online training. For example, they have completed training on 'forest school practice'.
- The childminder supports children's language and communication skills well, overall. For example, she uses good eye contact with children and speaks clearly. She introduces new words, such as 'frozen' and 'hard' to help explain how ice feels. This helps to extend children's vocabulary and their understanding. However, on occasions, the childminder does not support children's thinking and speaking skills fully. She asks too many questions and does not give children enough time to think and respond to these.
- The childminder has established good working relationships with parents. She gathers information from parents about what their children know and can do, and about their current experiences at home. The childminder extends these experiences effectively to help children's future learning. For example, children benefit from learning about nature. They learn about bees, where honey comes from and how plants and vegetables grow.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand their responsibilities to keep children safe from harm. They have a good knowledge and understanding of the procedures to follow and who to contact if they have a concern about a child's welfare. The childminder has attended training to update her knowledge of the issues related to safeguarding children, such as the 'Prevent' duty. She maintains a safe environment and carries out daily checks to ensure the children can play safely.

## What does the setting need to do to improve?

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

- develop ways to give children more time to think and respond to questions asked, to support their speaking and critical thinking skills.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2499219                                                                           |
| <b>Local authority</b>                             | Leicestershire                                                                    |
| <b>Inspection number</b>                           | 10191736                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 9                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 18                                                                                |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2018 and lives in Barwell, Leicestershire. She holds an early years qualification at level 3. The childminder operates all year round from 6.30am to 5.30pm, Monday to Friday, except for a week at Christmas and family holidays. The childminder provides funded early education for three- and four-year-old children. She works with an assistant.

## Information about this inspection

### Inspector

Jan Hughes

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector carried out a learning walk with the childminder and discussed how she delivers her curriculum. She spoke to the assistant and children at appropriate times throughout the inspection.
- The inspector observed the quality of education provided by the childminder and her assistant and assessed the impact this has on children's learning and development.
- The inspector took account of parents' views through talking to some parents on the telephone.
- The inspector reviewed relevant documentation, including the childminder's insurance policy, records of attendance and safeguarding policy. She looked at evidence of the suitability of persons living and working in the household.

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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