

Childminder report

Inspection date: 5 May 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children greet visitors and proudly give them a tour of where they play in the childminder's home. They confidently recall a recent visit to the airport as they play with a toy aeroplane. The childminder considers how to support children's physical development. She plans a wide range of activities to strengthen children's muscles, such as playing with dough, using scissors and completing jigsaws. Children are taught to 'twist and pull' the top off the glue stick. When the top comes off, they squeal with delight at their achievement. They persevere to use the scissors to cut, or to finish the puzzle, even when it is tricky.

Children eagerly join in singing and dancing, happily moving their bodies in time to the music. When asked what they like best, children excitedly shout 'dancing', 'playing' and 'play dough'. Children confidently explore inside and outside. Babies take appropriately challenging risks, as they are supported by the childminder to climb the step to join their friends outdoors. Children know and happily follow rules as they take off their shoes as they come inside, and they help one another to tidy away.

Children enjoy learning about butterflies. They develop new vocabulary, stating that there is a 'cocoon' on the fence. They join in with a familiar story by counting the items of food eaten by the caterpillar. This supports their developing mathematical skills. The childminder supports children to be ready to start school. They are independent and confident to make decisions and able to communicate their needs.

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

- The childminder supports children to resolve minor conflicts and to understand how others are feeling. Children are reminded to walk carefully around their friend's tower. They are learning to respect each other's work and how to play together harmoniously.
- The childminder offers purposeful experiences which engage the children. She finds out their interests and uses this information to plan appropriate activities. For example, children are interested in transport, so the childminder arranges a visit to the airport. They confidently talk about what they have seen, including aeroplanes, the runway and air-traffic controllers.
- The childminder builds on what children already know and can do to ensure that they make good progress. For example, when children count spots on a ladybird, the childminder asks them to calculate 'one more'. As babies begin to take their first steps, they are supported to walk even further. The childminder encourages older children to listen to the first sound in a word and think about what other words begin with the same sound.

- The childminder supports children's communication and language development well. Children confidently communicate their needs and join in group discussions. The childminder chooses familiar books that children love, and she reads with the children in an engaging way. While she is reading, babies babble and children talk about the story. The childminder sensitively corrects pronunciation for the children to hear. This supports their developing language skills.
- Children understand the rules and routines that are set by the childminder. They demonstrate they are happy, safe and secure as they explore their environment and make decisions. Children are given choices, such as whether to have grapes or bananas for snack. They clear their own plates away after eating. The childminder's interactions with children are, on the whole, sensitive and supportive. However, at times, she does not respond to some of the children's needs quickly enough. For example, occasionally, younger children sit in the high chair and wait several minutes with little interaction, while the childminder prepares a snack for all the children.
- The childminder works closely with parents. She knows the children and their families well. She uses this information to offer experiences that complement each family's home life. Parents report positively about their children's experiences with the childminder. They appreciate that the childminder provides them with information to support their child's learning at home.
- The childminder works together with other professionals, parents and teachers to plan a smooth transition to school for the children. She identifies when children have special educational needs and/or disabilities and may need additional support. Consequently, these children receive the help that they need to make progress.
- The childminder keeps up to date with current information from the local authority and professional associations. However, she has not yet planned focused professional development to ensure that her knowledge and practice are continuously built on and improved over time.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to protect children from harm. She understands the signs and symptoms which may indicate abuse. This includes wider aspects of safeguarding, such as female genital mutilation and the 'Prevent' duty. The childminder has a clear safeguarding policy and procedure in place to follow up any concerns and to contact the relevant professionals. She understands how to manage any allegations which may be made against her. The childminder regularly reads information sent from the local authority to check for any safeguarding updates. The environment is safe and secure. The childminder is 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:

- consider more focused professional development, to build and improve practice over time
- improve responses to all children during times of transition.

Setting details

Unique reference number	2504382
Local authority	Leicestershire
Inspection number	10191732
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Shepshed, Leicestershire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Hayley Butters

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 spoke with the childminder to gain an understanding of how the early years provision is planned and the curriculum is implemented.
- The childminder and the inspector discussed and jointly evaluated the teaching and learning that was taking place.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Children spoke to the inspector about their time at the setting.

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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