

Childminder report

Inspection date: 30 August 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 happily explore the safe environment and decide when they would like to play outside. When outside, they choose activities from a wide variety of resources. Children play with the water and confidently select containers they want to use to move the water around. They concentrate as they pour water, developing their hand-to-eye coordination. Children use their imagination as they pretend to make tea. They delight in this and say, 'wow' when they fill a teapot to the top. As they do this, the childminder introduces vocabulary, such as, 'full' and 'empty'. She supports the children to count how many cups of water fill the teapot. The childminder provides tea bags to enhance the children's play. The children use their senses to smell the fragrance of the tea. The childminder talks to the children about safety when they pretend to drink the cup of tea, reminding them that the water is dirty.

Children choose from a wide variety of books to read. They listen carefully as the childminder reads enthusiastically. They point to the pictures, turn the pages and join in with the repetitive phrases. Children enjoy making cakes with dough. When they struggle to tip the dough out of a mould, the childminder encourages them to use a tool and to try again. Children persevere until they have achieved it.

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

- The childminder supports children to understand what makes them unique. They discuss the similarities and differences between themselves and their friends. Children are learning to respect differences, for instance, they visit different places of worship and share books written in different languages.
- The childminder works closely with parents to find out what children know and can do. Parents report that the childminder explains what their child has been learning each day. They are supported to encourage their child's learning at home. For example, the childminder provides books to share at home.
- The childminder identifies when children have special educational needs and/or disabilities and, therefore, may need additional support. She works together with parents, professionals and other settings that children attend. Consequently, these children receive the help that they need to make progress.
- The childminder finds out what the children's interests are. She then uses this information to plan purposeful activities that engage children. For example, for children who enjoy playing with dinosaurs, the childminder labels the toy dinosaurs with letters to promote literacy. Children use these in their play and can identify the letters in their own name. When children enjoy pretending to take photos, the childminder introduces a camera to extend their play.
- The childminder promotes children's communication and language development. She talks to children about the activities that they are involved in. She listens

carefully to the children and then repeats what they have said adding more words, to extend the sentence and to introduce new vocabulary.

- The childminder understands how to support children to develop the knowledge and skills that they need so that they benefit from what school has to offer. This includes supporting children to learn how to communicate their needs. For example, children say when they are hungry or would like to change their clothes. They are taught to dress and put on their shoes. They are independent at managing their own personal hygiene.
- The childminder recognises the need for children to have a healthy lifestyle. Parents report that the childminder provides them with examples of healthy meals and snacks to make for their child. The childminder also arranges fun visits to the dentist to promote oral health. Children become more familiar with the environment, in preparation for their first appointment.
- The childminder promotes physical development, for example, children balance and climb on park equipment most days. However, the curriculum for physical development is not always planned in a sequenced and coherent way. This means that it does not always build on what children know and can do to extend their learning.
- The childminder recognises the importance of developing personal, social and emotional skills. She provides opportunities for children to learn to play together and to take turns. For instance, children enjoy playing a board game where they must wait to have a turn to throw the dice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder creates a safe and secure environment for the children. She continuously makes risk assessments as part of her practice. She has a good knowledge and understanding of safeguarding. The childminder understands signs and symptoms which may indicate that a child is at risk of harm. The childminder has a clear procedure in place to ensure that concerns are followed up in a timely manner with the relevant professionals. She knows the correct action to take should an allegation be made against her. The childminder monitors absences to ensure that children are safe and well. She has completed relevant safeguarding training and has an up-to-date paediatric first-aid qualification.

What does the setting need to do to improve?

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

- develop a greater understanding of how to support children to make progress in their physical development and implement this.

Setting details

Unique reference number	2508771
Local authority	Leicestershire
Inspection number	10207780
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	12
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 Thurnby, Leicester. She operates all year round, from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder offers emergency weekend care. On occasions, the childminder's husband works alongside her as an assistant. The childminder provides funded nursery education places.

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 provision.
- The inspector observed the interactions between the childminder and the children.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder spoke to the inspector about how her provision is planned and the curriculum is implemented.
- The inspector spoke to parents during the inspection and took account of their views.
- Children spoke to the inspector during the inspection.

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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