

Childminder report

Inspection date: 1 September 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 are happy in this childminder's home. They move around the room, choosing what they want to play with from a wide selection of toys. The childminder suggests they go outside and the children eagerly try and put their shoes on. Two-and-a-half-year-old children ride on push-along bicycles negotiating the toys and paths safely. They strengthen their legs as they push the bicycle along. Babies crawl around the garden exploring and investigating the flowers. They enjoy the childminder's company and sit close to her. They watch the windmill move around as the childminder gently blows it.

Children behave well and have a positive attitude to their learning. They willingly take part in activities the childminder provides. Children use their small-muscle skills well. They thoroughly enjoy playing with the small boats, pouring and emptying the water. They splash the water, giggling as the water reaches their face. To help extend children's use of their hands and fingers, the childminder introduces activities, such as exploring paint. Two-and-a-half-year-old children hold paintbrushes with control and paint circles and lines. They talk about their picture saying, 'It's mommy.' Babies smear the paint over the paper spreading their fingers and strengthening their hands, thoroughly demonstrating they are enjoying the activity.

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

- The childminder has a clear focus on what she wants children to learn. She develops children's curiosity and provides opportunities for children to explore and investigate, for example, children dig holes in the soil and fill them with sand. Children are inquisitive as they watch the sand go into the hole. They laugh as it disappears and then try to find out what is happening.
- Children develop good communication and language skills overall. The childminder models language well. She repeats words back so young children can hear the correct pronunciation. She encourages children to talk about things that interest them and listens patiently. However, at times, the childminder's questioning does not give the children enough time to respond. She often answers for the children or asks another question, limiting children's opportunities to use the language they have already acquired.
- The childminder uses mathematical language, such as big, small and fast, as children play with the cars and garage. However, she does not make frequent use of numbers or counting during children's play to extend children's early mathematical skills fully.
- The childminder takes children to places of interest around the local community. This successfully broadens their range of experiences. For example, children visit the allotment to help them learn where food comes from. Here they pick

raspberries and use these for their snack later. To help children meet other children and adults, the childminder takes the children to a playgroup each week to socialise with children outside the childminding setting in preparation for school.

- Partnerships with parents are strong. Parents highly recommend the childminder's service. They say she is 'amazing' and cares for their children well. The childminder informs parents about what their children are doing and learning, so that parents can help their children with their learning at home if they wish.
- The childminder encourages positive behaviour. She is calm and kind in her mannerism. This helps children to copy her reactions and be kind. This is evident as two-and-a-half-year-old children help babies to look at books. They sit and pass babies a book to look at, giving them a turn to feel the textured pages.
- The childminder helps children to develop their self-care skills. Two-and-a-half-year-old children learn to wash their hands at appropriate times. Babies try and feed themselves using spoons, and pick up finger food for themselves. Children help the childminder to tidy the toys away as they listen to the tidy-up song, and know where to put toys.
- The childminder is reflective. She asks parents to complete questionnaires so she can consider their views about her setting. She accesses training to help her keep her knowledge up to date, for example, she listens to webinars and reads updates from the local authority about any changes.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular safeguarding training so she knows about current legislation. She has a good understanding of how to protect children and keep them safe from harm. The childminder understands the steps to take if an allegation is made against a household member. She demonstrates a good knowledge of the action to take if she has a concern about a child, including if she is worried that children are being exposed to radical and extreme views. The childminder's home is safe and secure. The childminder teaches the children how to manage risk. For example, she encourages children to use a knife safely to cut up their own banana.

What does the setting need to do to improve?

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

- develop questioning techniques and give children more time to think and respond to questions
- support children to develop their early mathematical skills and knowledge, paying particular attention to counting skills and using numbers.

Setting details

Unique reference number	2519537
Local authority	Leicestershire
Inspection number	10207990
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	0 to 5
Total number of places	6
Number of children on roll	4
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 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector
Jan Hughes

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 childminder.
- The inspector carried out a learning walk with the childminder. She looked around the areas of the setting available to children and discussed the childminder's curriculum with her.
- The childminder held discussions with the inspector about the children's care and learning. The inspector carried out a joint observation with the childminder. She observed the interactions between the childminder and the children during the inspection.
- The children and childminder spoke to the inspector throughout the inspection. The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector read written statements made by the parents so she could consider their views about the childminder's service.
- Relevant documentation was available for inspection, including suitability checks for the childminder and her household members.

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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