

Childminder report

Inspection date: 24 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 show enthusiasm and confidence when accessing play equipment in the well-organised childminder's home. Older children develop their imaginative skills. They pretend to use the computer as they role play being the receptionist at the dentist. Younger children show perseverance as they put on their own shoes and wellington boots by themselves for outside play. The childminder offers gentle encouragement to the children and helps them to understand which boot goes on which foot. Children really enjoy playing in the sand. They dig with different-sized spades, fill buckets and transfer the sand from one area to another. Younger children clearly enjoy the sensory experience of the sand. They move their hands through sand, squeeze it between their fingers and make handprints. Children are skilled at using the play equipment outside and do so safely. Younger children carefully climb steps up into the pirate ship and are praised highly for their achievements by the childminder.

The childminder places a strong emphasis on helping the children to learn about the world. Children speak with confidence about what plants need to help them grow, and they carefully water the sunflowers they are growing. Older children show good mathematical skills. They use a tape measure to measure a sunflower and comment on how 'tall' it has grown. Younger children are shown by the childminder how to fill up a cup to water the plants. Children show care and attention to the insects they find in the garden. They talk to visitors about the stick insects that have recently hatched. Older children confidently share their knowledge as they describe what the insects like to eat and the habitat they live in.

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

- The curriculum the childminder offers helps the children to make good progress in their learning. Overall, it reflects their individual needs and interests to help them become engaged and enjoy their time in play. However, the childminder has not evaluated her provision well enough. She does not quickly identify that, during some adult-led activities, her interactions do not challenge children further. This means that, occasionally, children are not learning as much as they can.
- The childminder teaches children about their bodies and how to be healthy. She offers a range of foods and healthy snacks and talks to the children about why these are good for them. All children learn how to grip knives and show good hand control. They confidently spread butter on bread and cut their own sandwiches. Children talk about the effect exercise has on their bodies after playing outside in the garden. They say, 'I am hot from running.'
- Parents comment on how happy they are with the provision the childminder offers their children. They describe the childminder as being 'kind' and 'caring'.

They say that she reassured them when their child first started. For example, the childminder offered regular photos and updates on their child during the day. All parents value the regular communication they receive from the childminder about their child. She offers ideas to parents to encourage them to extend their child's learning at home.

- Children behave well. They understand routines and know what is expected of them. The childminder allows the children time to resolve conflicts before stepping in to assist them. This helps children to develop resilience and learn how to regulate their behaviour. However, sometimes, the childminder forgets to remind the children when to use their good manners. For example, when children ask their friends for resources or ask her for assistance, they are not always reminded to say 'please' and 'thank you'.
- The childminder repeats words clearly that the children use to ensure that they hear the correct pronunciation. She uses descriptive words when children are playing. For example, she uses the word 'slimy' when talking about a snail and 'squidgy' when talking about the sand. However, the childminder does not always consider how to adapt her questioning skills to challenge children to think critically, in order to further develop and broaden their vocabulary and speaking skills.
- The childminder ensures that she keeps her skills and knowledge up to date through using online platforms to access professional development opportunities. For example, she regularly updates her safeguarding knowledge to ensure that this is accurate and can help her to take the appropriate action should she have a concern about a child.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge and understanding of the steps to take should she believe a child is at risk of harm. She can explain how she would recognise signs and symptoms of abuse and aspects relating to other aspects of safeguarding, such as female genital mutilation. The childminder ensures that children are supervised appropriately inside and outside the home. She carries out risk assessments and assesses the areas children have access to every day. This ensures that children are not exposed to hazards and that areas are safe for children to play in.

What does the setting need to do to improve?

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

- improve interactions and engagement during adult-led activities to help children learn as much as they can
- help children to consistently use good manners

- improve questioning techniques to help children to develop their language and critical-thinking skills further.

Setting details

Unique reference number	2522098
Local authority	Leicestershire
Inspection number	10215024
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	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in the village of Glenfield, Leicestershire. She operates during term time from 8am to 4pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Alexandra Brouder

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 her evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector spoke with the childminder and observed her interactions with the children.
- The inspector took account of the views of parents from written comments.

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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