

Childminder report

Inspection date: 12 October 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are safe and secure in the welcoming and homely environment created by the childminder. They have developed strong relationships with her and her assistant. This has a positive impact on children's emotional development and well-being, and ensures they feel safe.

Children choose from a wide range of fully accessible resources and make choices in their play, for example deciding to be hairdressers, using their keen imaginations to cut and curl the childminder's hair. They laugh hysterically as they say sorry for the bad haircut they have created.

Children are confident and eager to learn new skills. They demonstrate perseverance while independently putting on their own shoes and coats. Children listen and respond well to the childminder and her assistant. Children adhere to high behavioural expectations and are always encouraged to use their manners, such as saying 'no thank you' in response to each other.

The childminder teaches children of all ages to consider others' needs and share, developing firm friendships. Children read a book together about germs and how to keep healthy, taking turns to lift the flaps and turn the pages. Older children use familiar phrases and gestures to explain the pictures to younger children.

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

- The childminder has a good knowledge of children's learning and development and has high aspirations for all children. The childminder observes children during play and accurately assesses their development. She focuses on supporting any potential gaps in children's learning. The childminder plans opportunities to support children in what they need to learn next based on their interests. For example, she knows children have an interest in water play and provides an activity for them based on this interest. Children develop their small muscle skills as they explore frozen autumn objects with handheld tools.
- The childminder uses what children say about their home experiences to enhance their learning. For example, the childminder supports the children to use their imagination, creating a song about holidays from a discussion. The childminder broadens children's experiences, such as a visit in the community to see a fire engine. Children had the opportunity to investigate all of the equipment and talk to the firefighters. This helps children to learn about people who help us.
- The childminder and her assistant recognise when children require extra support or reassurance, such as a cuddle in a quiet area before nap time. They promptly meet children's needs with genuine care. Young children are supported to learn

care routines, such as wiping their own nose.

- The childminder has designed the environment with a variety of resources to motivate children. Children have opportunities outside to develop their physical skills, such as climbing and jumping. Children learn to problem-solve using a home-made pumpkin shape sorter. They show determination, twisting pieces to fit, while discussing texture and smell.
- The childminder and her assistant offer praise throughout the day, which children find highly motivating. Children show pride in their creations, confidently sharing their imaginative ideas with visitors, for instance making a chocolate cake using sand and singing 'Happy Birthday' to the inspector, asking for the candles to be blown out.
- The childminder and her assistant know the local area well and encourage children to understand the world around them. They provide ways to help children develop a strong sense of belonging. For example, children discuss how they are similar and different to the dolls in the home corner.
- Overall, the childminder and her assistant develop children's communication and language effectively. They use interaction and questioning, developing older children's vocabulary, for example explaining the different meanings of 'crying out' while reading a book. However, they do not consistently use opportunities to develop younger children's speech and vocabulary, such as repeating key words and using simple instructions during adult-led activities.
- The childminder and her assistant work in partnership with parents, who say they feel well informed about their children's progress. Parents speak highly of the support they receive, especially when their children start at the childminder's. They comment on the quality of healthy snacks and meals provided. The childminder works alongside parents supporting children's developmental needs, such as toilet training.
- The childminder is reflective and passionate about good-quality professional development. She undertakes training which has a positive impact children's outcomes, particularly regarding changes in the early years foundation stage. However, procedures for supporting less-experienced staff are not yet embedded. Consequently, the quality of learning is not consistently improving.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand their responsibilities in keeping children safe. The childminder has a clear safeguarding procedure and keeps her knowledge up to date. The childminder and her assistant can identify signs that would give them cause for concern about a child's welfare. They know how and where to make a referral when needed. The childminder has robust procedures in place to ensure the ongoing suitability of anyone working with children or living at the premises. The childminder and her assistant check the environment regularly to ensure it is a safe place for children to play.

What does the setting need to do to improve?

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

- consistently make the most of interactions with younger children to further support their vocabulary and communication development
- improve the consistency of high-quality learning by fully supporting less-experienced staff extend their knowledge and skills.

Setting details

Unique reference number	2546112
Local authority	Leicestershire
Inspection number	10205562
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 6
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 Broughton Astley, Leicester. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant.

Information about this inspection

Inspector

Lora Teague

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 inspector discussed all the areas of the home used for childminding.
- The inspector sampled a variety of documentation, such as first-aid certificates, policies and procedures, and checked evidence of the childminder's suitability.
- The inspector took account of parents' views and comments.
- A joint observation of an activity was completed with the childminder.
- Discussions took place between the inspector, childminder and assistant at convenient times during the inspection.
- The inspector observed the quality of learning during play.
- The inspector discussed children's learning and development with the childminder and her assistant, including their next steps and interests.

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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