

Childminder report

Inspection date: 1 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 are cared for in a welcoming and stimulating home-from-home environment. They benefit from the detailed settling-in procedure the childminder offers. She finds out all about what children enjoy and what their interests are by talking to their parents. When children start with her, the childminder ensures children have familiar toys and resources available which help them feel safe and secure.

Children behave well. When children disagree about what type of animal is in a picture, they explain their thoughts to each other. Four-year-old children sensitively explain that they think the picture is of a cow, not a horse, as it has horns. Children play cooperatively with each other and with support from the childminder, who makes sure everyone gets a turn. The childminder has high expectations of what children can do.

Children's good health is promoted well. They are cared for in a clean and safe environment. Children benefit from being provided with a range of healthy, nutritious meals. These meals often contain foods which children have not tried at home before. Fresh drinking water is available for children throughout the day. Children ask the childminder politely when they want a drink.

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

- The childminder provides many opportunities for children to be physically active. Children confidently climb the slide and enjoy racing down. They work together to move tyres and guttering pipes to push balls down them. Children visit many different local parks and explore different equipment.
- The childminder broadens the experiences children have at home. She supports children to find out about other people who may be similar or different to themselves. She takes children to visit different areas of the town where children experience different cultures, places and traditions. Alongside this, the childminder provides children with a range of fiction and non-fiction books so children can find out about diversity in the world around them.
- Partnership with parents is effective. The childminder speaks to parents daily when they drop off and collect their children. Parents say how well the childminder has supported their children with tasks such as toilet training. They say the childminder is always 'approachable and welcoming'. Parents would not hesitate to go to her with any concerns they had. They feel well informed about their children's development.
- The childminder supports children with their early mathematical development. When children read books, she encourages them to look at the objects in the pictures and count how many they can see. Through everyday play activities,

she introduces mathematical language. For example, she asks children what will happen if she has a cup of sand and then takes the sand out. She introduces the words 'full' and 'empty' to children.

- Children love to read books with the childminder. They confidently make their own choices about the books they would like to read. As soon as other children realise the childminder is reading a story, they rush to the sofa to snuggle up to her. The childminder asks children lots of questions about what is happening in the story. She introduces new words about how the characters may be feeling. However, the childminder does not yet explain what these words mean or explain how different feelings may make children feel.
- The childminder interacts with children throughout the day. They enjoy telling her about their learning and what they are doing. Occasionally, during activities, the childminder steps in too quickly to tell children what to do before letting children have a go and problem solve themselves.
- Since she registered, the childminder has accessed training to continually develop her knowledge and skills. She considers how this training has impacted on her practice. For example, she now understands more about why children may display certain behaviours. She now has a greater knowledge and understanding of how to support children to behave in a positive way. The childminder has actively sought advice from her local authority.

Safeguarding

The arrangements for safeguarding are effective.

The childminder makes sure her safeguarding knowledge is up to date. She checks her local safeguarding partnership website on a regular basis to ensure she knows the latest information. The childminder has a robust understanding of the signs and symptoms of abuse. She knows who to report her concerns to if she is worried about a child's welfare. The childminder talks to children about how to stay safe when they go on outings. She supervises them closely when crossing the road. The childminder ensures children are safe in her home. She has safety locks on cupboards and drawers so children cannot access these.

What does the setting need to do to improve?

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

- make more use of opportunities for children to learn about and consider their own feelings
- allow children more time to develop their own ideas and problem solve during activities.

Setting details

Unique reference number	2552621
Local authority	Leicestershire
Inspection number	10232047
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	2 to 10
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. She lives in Huncote, Leicestershire. The childminder operates from Monday to Friday, 7am until 5pm, all year round, except for bank holidays and family holidays. She holds an appropriate early years qualification at level 3. The childminder provides funded early education to three- and four-year-olds.

Information about this inspection

Inspector
Emily Lofts

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 provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed interactions between the childminder and children.
- The inspector carried out an observation of the childminder completing an activity with the children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of the suitability of 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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