

Childminder report

Inspection date: 31 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 confidently explore the toys inside the house and outdoors. They select a variety of books to read with the childminder. Children of all ages enjoy listening to stories as the childminder reads to them in an engaging way. Children delight in opening the flaps in the book and they find out what is underneath. The childminder explains the purpose of wearing sunscreen to children. This helps them learn about how to keep safe in the sun.

Children enjoy using animal puppets. They laugh as the childminder promotes fun and intentionally makes the wrong sound for the animal. Children wait for their turn and have a go at making the correct sound for the puppet. They then play with a toy farm and explore making different animal sounds, which promotes their language development.

Children concentrate as they use sand to fill up containers, practising their hand-to-eye coordination. They interact well together. They pass tools, say 'thank you' and help their friends. Children learn about the natural world as they find snails in the garden. They look closely and count them, developing their mathematical skills. Children enjoy growing herbs and vegetables. They pick mint and use their senses to explore it.

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

- The childminder promotes positive behaviour. She supports children to take turns. For example, when children are struggling to share a favourite toy with a friend, she encourages them to ask 'please can I have a turn after you?'.
- The childminder tracks children's progress and shares this with carers and parents. She shares the songs that they are singing in the setting so that parents can practise them with their children. She provides ideas on how parents can support their children's learning at home.
- The childminder finds out about children's interests and uses this information to plan experiences. For example, children enjoy playing with trucks. They read books to find out more information. Children watch the bins being emptied into the recycling truck and talk about what is happening. They play with a variety of different vehicles on a road map and in the dough. They learn about the uses of different vehicles.
- The childminder recognises when children are not at an expected stage of development. She contacts appropriate professionals and works with other settings that the children attend. This ensures that there is a clear plan in place to support children's needs.
- The childminder's interactions with children are, on the whole, sensitive and supportive. For example, when reading a story that introduces parts of the body,

she encourages children to carefully touch their own ears and look at their friend's teeth. However, at times the childminder does not respond to some children. For example, she does not always notice when quieter children attempt to join in during activities. This means that occasionally children's learning is not fully supported.

- The childminder provides opportunities for children to find out about the natural world. They regularly go on walks with the childminder. Children use magnifying glasses and books to identify bugs that they have found. They look closely at snails and spiders. They grow vegetables and herbs. With the childminder's support, children can touch, smell and taste them.
- The childminder supports children's communication and language development well. While she reads, she encourages children to have fun, repeat phrases and respond with expression. For example, as she reads 'There Was an Old Lady Who Swallowed a Fly', the children shout 'what?' in response, and they giggle. The childminder introduces vocabulary as the children play. For instance, when children explore the sand, she asks, 'can you mould it?'. As children play with toy boats, she asks if the boat is sailing 'to shore?'. They sing familiar songs together, which encourages correct pronunciation.
- The childminder provides a structured routine. Children know the expectations and they are developing their independence. They help themselves to a drink of water throughout the day. Children confidently get ready for lunch. They wash their hands, choose a plate and make decisions about what they would like to eat. Children respect their environment and help to tidy away.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough knowledge of how to keep children safe. She knows the signs and symptoms that may indicate that a child is at risk of harm. The childminder has a procedure to follow so that the correct professional can be contacted immediately if necessary. She knows what to do if an allegation is made against her. The childminder monitors absences to ensure that children are safe and well. She has completed relevant safeguarding training. She is qualified in paediatric first aid.

What does the setting need to do to improve?

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

- improve responses to quieter children when they attempt to join in activities.

Setting details

Unique reference number	2564029
Local authority	Leicestershire
Inspection number	10239566
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 11
Total number of places	11
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Desford, Leicestershire. She operates all year round from 7am to 6.30pm, Monday to Friday, except bank holidays and family holidays.

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 setting.
- 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 childminder provided the inspector with a sample of key documents on request.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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