

# Childminder report

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Inspection date: 9 June 2022

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## What is it like to attend this early years setting?

### The provision is good

Children come into the childminder's home happily and choose what to play with straight away. They enjoy playing a game of hide and seek that they have created. Children hide behind curtains, count to 10 and jump out together excitedly. They share a bucket and work together to make a sandcastle, cheering each other when they are successful. The childminder supports children to develop a wide range of skills as they play. For example, children focus intently as they manipulate pipettes to draw up water from a tray. They confidently count the ducks that the childminder has provided. Children concentrate as they learn to make marks with the chalk. They try to copy the shape of the letters in their name.

Children choose favourite books to read with the childminder and they listen carefully to the story. The childminder brings the story to life by introducing musical instruments. The children play these enthusiastically to make the sounds described in the story. Children understand the sequence of the story and join in with repetitive phrases.

The childminder encourages children to be independent and helps them to use a knife safely to cut fruit into pieces at snack time. Children demonstrate good manners as they say 'please' and 'thank you'. When asked about their favourite thing to do at the childminder's home, they shout, 'playing' and 'babies!'

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

- The childminder finds out what children already know and can do when they start at the setting. This information is reviewed with parents and carers after a few weeks of settling in. This is to gain a true picture of the child's progress and next steps. The childminder recognises when a child may need additional support. She works with other professionals to ensure that an appropriate plan is in place to ensure that children make good progress.
- The childminder helps parents to support their children's learning. For example, children learn about what plants need to be able to grow. Children take home seeds that they have planted with the childminder to continue to watch them grow with their parents.
- The childminder makes sure that her interactions with children during activities support communication and language development. She listens and responds to what children say. However, at times, she does not correct mispronounced words to support children's understanding. For example, when children say 'nack' during snack time, the childminder does not repeat the correct word back to them.
- The childminder recognises the need for children to have a healthy lifestyle. Children play outdoors each day, climbing and balancing on the equipment,

which supports their physical development. They play with dolls, washing them and pretending to clean their teeth. The childminder talks about the importance of oral health. She provides children with healthy meals and snacks.

- The childminder uses routine opportunities to promote understanding of numbers. At snack time, children are supported to count how many strawberries they have. They successfully count to five. When children stir their mixture, they tell the childminder how many minutes they have been doing it for.
- Children have opportunities to develop their imaginative skills. For example, they enjoy mixing cornflour, water and chocolate powder. They explore the different textures, and the childminder introduces words to describe them. Children use toy farm animals, pretending that they are walking in the mud. They pretend to feed the animals oats and straw. Children are learning about the world around them.
- The childminder provides opportunities to complement each child's home life. For example, due to the COVID-19 pandemic, some children have not had opportunities to socialise with others their own age. The childminder takes them to the library, park and play sessions where they can interact with other children. This supports their social development as they play together and learn to share and take turns.
- The childminder keeps up to date with any changes in the early years. She produces parental questionnaires and listens to parents' feedback to improve her practice. For example, parents reported that they would like more ways to support their children's learning at home. The childminder now provides parents with further examples of how to support their children's learning and development.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder creates a safe and secure environment for the children. She has a good knowledge and understanding of safeguarding. The childminder understands signs and symptoms which may indicate that a child is at risk of harm. She has a clear procedure in place to ensure that concerns are followed up in a timely manner with the relevant professional. She knows the correct action to take should an allegation be made against her. The childminder has a procedure to follow in the event of a child having an existing injury. She has an up-to-date paediatric first-aid qualification.

## What does the setting need to do to improve?

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

- improve support for communication and language development by consistently repeating what children say with the correct pronunciation.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2572932                                                                           |
| <b>Local authority</b>                             | Leicestershire                                                                    |
| <b>Inspection number</b>                           | 10239498                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 5                                                                            |
| <b>Total number of places</b>                      | 11                                                                                |
| <b>Number of children on roll</b>                  | 10                                                                                |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2020 and lives in Burbage. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

## 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 childminder.
- 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 how the curriculum is implemented.
- Children spoke to the inspector during the inspection.

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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