

Childminder report

Inspection date: 18 January 2023

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 happy and settled at the childminder's home. Children confidently choose what they want to do, and they know the daily routines. When children show signs of being a little worried, the childminder gently and sensitively reassures them. She supports them to be able to join their friends and take part in activities.

Children thoroughly enjoy the activities and toys, and they are excited to see what is on offer to play with. Children become fully focused as they explore toys to find out how they work. For example, children press buttons on musical toys numerous times and find out how to make the music and movements start and stop. Children react positively when the childminder comments on how well they concentrate and keep trying.

The childminder knows the children well. She knows what they like to do and plans activities that children can take in their own direction as they explore. Children benefit from the childminder's positive and consistent involvement with them. For example, the childminder encourages toddlers to begin to use their words rather than shouting. She gives them lots of praise at snack time when they say, 'more, please'.

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

- The childminder has an organised and professional approach to her childminding. She manages the care of each child effectively, ensuring that any specific needs they have are met. The childminder has a secure understanding of how children learn, and she is effective in her interactions and teaching. She is reflective of her practice and continues to identify areas she wants to improve. The childminder recognises how children benefit from playing with resources that do not have a defined purpose. For example, the childminder used a large tray full of resources, such as wooden shapes and play food, to provide the children with opportunities to explore the story of 'The Very Hungry Caterpillar' for themselves. However, sometimes, the childminder does not fully support children to build on their own deeper thinking and creative ideas.
- The childminder is skilled at promoting children's developing communication and language. She really listens to children when they talk to her to share their ideas and feelings. The childminder introduces new words during play, which help to extend children's vocabulary. For example, when children explore ice, she uses words such as crystals, shard and crunchy. Children use these words as they play, commenting that the grass is crunchy under their feet. However, sometimes, the childminder speaks to children too quickly and gives them lots of information in quick succession. This results in children not knowing how to

respond to the childminder.

- Children are enthusiastic and motivated about all the activities. They know the routines for washing their hands before they have their snack. The childminder encourages children to be independent as they peel their bananas and use suitable knives to cut their strawberries. The childminder talks to pre-school children about the importance of slicing their grapes before eating them and shows them how to do this.
- Behaviour is very good. Children listen to the childminder when she reminds them about being kind to their friends. She is a good role model for children, as she speaks to them calmly and with respect. Pre-school children form friendships; they play together, giggling as they use puppets, and call the childminder over to buy things from their 'shop'.
- The childminder finds out from parents about the experiences children have. She plans activities that widen children's experiences. For example, children who have fewer opportunities than others to play outside at home enjoy experiencing a wide range of outdoor activities in the childminder's garden. The childminder also supports children who are hesitant to try new tastes in food by, for example, encouraging them to try different fruits.
- The childminder works closely with parents from the outset. She offers a home visit to parents when they approach her for a place at her setting. The childminder said that she has found the home visits to be helpful in getting to know the children, ensuring that she can meet their needs at her home. Parents comment on how welcoming the childminder is towards their children and how she gives them ideas to help continue their child's learning at home. Parents like the range of activities she provides for their children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a suitable awareness of how to keep children safe and promote their welfare. She has effective procedures to help students on placement at her setting understand their role in keeping children safe. The childminder has completed safeguarding training that helps keep her knowledge up to date, and she has experience of managing safeguarding concerns. The childminder carries out thorough risk assessments and takes steps to reduce hazards. She has safety gates across the utility room and the stairs to prevent children from having unsupervised access, and she checks her garden for any safety issues before children play outside.

What does the setting need to do to improve?

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

- develop skills to further encourage children's conversations and give them time

to think about how they want to respond before continuing with the conversation

- provide more opportunities for children to build on their own creative ideas as they explore and play with open-ended resources.

Setting details

Unique reference number	2578000
Local authority	Leicestershire
Inspection number	10250939
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 11
Total number of places	6
Number of children on roll	17
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Market Harborough, Leicestershire. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 6. The childminder offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Melanie Eastwell

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 quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

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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