

Childminder report

Inspection date: 1 March 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 confident and happy. They enjoy exploring the environment and the activities on offer. They show good levels of concentration. Some children can name a variety of different shapes. They know how to correctly fit these shapes into a shape sorter. Children show their resilience and determination if they do not always fit a shape right first time. With the childminder's encouragement, they persevere until they succeed. The childminder plans how she will extend children's learning. Using a tray filled with flour, she supports children to use their fingers to trace the different shapes. Consequently, children are building on the skills and knowledge that the childminder has helped them to develop.

Children's behaviour is managed fairly and consistently by the childminder. Children are learning to share toys with their friends and to take turns. When young children struggle to regulate their emotions, the childminder responds calmly and with care. Children are helped to understand their emotions, such as feeling sad. Children demonstrate they feel safe and secure in this nurturing environment. They begin to modify their behaviour if needed, rejoin activities and play with their friends.

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

- The childminder understands what she wants children to learn. Overall, she devises a well-sequenced and challenging curriculum that helps children to make good progress. She provides a number of activities to develop children's small-muscle development. Younger children build towers with blocks. Older children learn to grip chunky pens and attempt to colour within lines. Consequently, all children are being prepared for the skills that they will need later on, such as writing when they go to school.
- The childminder knows her children and families very well. This enables her to fully support them and to meet their different needs. She identifies the opportunities that children might not have at home and plans activities around these. Furthermore, she encourages parents to try some of these activities at home. For example, she sends jigsaws home with children and gives parents suggestions about how to talk to their children when looking at jigsaws together.
- Children are curious to explore indoor and outdoor activities that are available to them throughout the day. However, on occasion, the childminder does not plan adult-initiated activities effectively. Children add toppings to pancakes to celebrate Shrove Tuesday. The childminder has not fully considered what she wants children to learn from the activity, or how she could engage children who are showing less interest in making the pancakes. At times, some children lose concentration and walk away from the activity.
- The childminder promotes children's independence skills. Older children are encouraged to open their own yoghurts. Babies are supported to feed

themselves with a spoon. Children are learning to take care of their own health and hygiene. They engage in an activity where they brush the teeth of a monster on a laminated card. They use marker pens to draw stains on the monster's teeth and then brush these off with their toothbrushes. Children are beginning to understand the difference between dirty and clean teeth.

- The childminder has strong relationships with parents. Parents speak highly of the progress their children have made at the setting. The childminder communicates regularly with other settings that children attend. She speaks to them regarding children's development and any areas of concern. This helps to ensure a coordinated and consistent approach to children's care and learning.
- The childminder asks children lots of open-ended questions and allows them time to respond. However, on occasion, she does not consider that children who have a dummy in their mouth are unable to answer clearly. Additionally, at times, she does not introduce new words which would broaden children's vocabulary.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding issues. She recognises the possible signs and symptoms of abuse and what might cause her to be concerned about a child. She knows the process for making a child protection referral to other agencies. She understands how to work with other professionals to share information and to keep children safe. The childminder's premises are safe and secure. She ensures that she manages the risks in her home effectively. For example, stairgates are fitted in her home to prevent young children from accessing the upstairs.

What does the setting need to do to improve?

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

- strengthen the planning of some adult-led activities so that children maintain their interest and concentration in the learning being offered
- support the development of children's speech and language further by extending their vocabulary and working on removing any barriers that could impact on children's ability to talk and communicate.

Setting details

Unique reference number	2579574
Local authority	Leicestershire
Inspection number	10221979
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 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Shepshed, Leicestershire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a childcare qualification at level 3.

Information about this inspection

Inspector

Sian Extence

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 and the childminder had a learning walk across all areas of the setting to understand how the early years provision is planned and the curriculum is implemented.
- The inspector viewed the areas used for childminding and observed a variety of activities.
- The inspector looked at relevant documentation, including evidence of the suitability of the adults living on the premises and evidence of the childminder's training and qualifications.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector spoke to parents and took account of their views.

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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