

Childminder report

Inspection date:

6 December 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 relaxed and confident as they choose what they would like to play with from the wide range of different toys and resources that they can freely access.

Children engage in lots of imaginary play. They pretend to make cakes with play dough, cutting out circles with cutters and then counting how many they have made. The childminder asks older children to add up how many cakes they have made between them. They confidently count up to five.

The children have lots of opportunities to be physically active. They enjoy dancing to a video of songs with actions, and all follow the instructions to freeze or sit down. The childminder extends the activity by introducing some musical instruments, and children accompany the songs with their own music making. The childminder helps them by demonstrating how to hold the tambourine securely to make a clear sound.

Older children say that they like coming to the childminder's house because they like to play with their friends. They are developing social skills and ask each other, 'would you like to play?', as they get out a box of pretend hairdressing toys. They take it in turns to brush each other's hair, taking care to be gentle.

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

- The childminder creates an exciting atmosphere for children to play and learn in, and they respond with enthusiasm and curiosity. She extends children's understanding about the world around them by asking questions and engaging them in conversations about what they are doing. She reminds them about what they have been doing recently, and this helps children to build their learning and vocabulary. Children notice a picture of a squirrel in a book, and the childminder reminds them about the squirrels they saw on a walk the day before.
- The childminder teaches children about how to be healthy. They discuss how milk helps them to have strong teeth and why it is important to brush their teeth twice a day. She helps children to blow their own nose when needed.
- The childminder uses opportunities throughout the day to help children learn about numbers. Older children are learning to recognise numbers, and the childminder uses blocks with numbers written on them to ask children to say how many sleeps there are until Christmas. The childminder extends children's learning about mathematical ideas when she asks them whose hand is bigger during an activity in which they are using paint to make handprints.
- Children's behaviour is good. Children are learning social skills. Older children know how to play together cooperatively, and they quickly respond when the

childminder reminds them to share toys. After snack time, they join in with the childminder to tidy up, saying that they are helping as a team.

- Children are learning to become more independent. The childminder encourages them to cut up their own fruit at snack time, and she helps those who need extra support. She shows them how to hold the knife and the apple so they can cut safely.
- The childminder supports children's individual needs. She is aware of expected child development and identifies any children who may need extra help. She uses flashcards to help children who need extra support with developing their speech and language skills. However, at times, the childminder does not adapt activities to really stretch the learning for the most able children.
- Parents say that their children are making good progress and that they can see that they are becoming more independent. They say that their children have learned new skills, such as being able to use a knife to spread butter on their bread and using the toilet by themselves. They say that their children settled quickly when they first started and feel that they have benefited from the small group and lots of one-to-one attention.
- The childminder regularly reflects on the learning opportunities she provides for children so she can identify how she can continually improve her practice. She attends training to help her develop her practice even further. She has used what she has learned at a training event about songs and rhymes to further support children's communication and language skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows about the signs of abuse and neglect. She understands the risks of radicalisation. She knows how to report any concerns she might have about a child. She is aware of the risks posed to children online, and she takes steps to keep children safe. She shares information with parents about risks online, to help them keep children safe at home. The childminder keeps children safe in her care by undertaking risk assessments. For example, when she takes children out on trips in the local area, she considers how best to plan this dependent on the ages of the children, and she talks to older children about road safety and holding hands when crossing the road.

What does the setting need to do to improve?

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

- ensure that self-reflection and training contribute to increasing awareness about how to further extend the learning of the most able children.

Setting details

Unique reference number	2583541
Local authority	Leicestershire
Inspection number	10251052
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives near Swadlincote, South Derbyshire. She operates all year round, from 7.30am to 5.30pm, Mondays to Thursdays. The childminder holds a recognised childcare qualification at level 3.

Information about this inspection

Inspector

Ann Carter

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 quality of education during activities and assessed the impact this has on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector and the childminder carried out a learning walk together.
- The inspector looked at relevant documentation.
- The inspector spoke to a number of parents during the inspection 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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