

Childminder report

Inspection date: 9 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 settle quickly in the warm and welcoming environment of the childminder's home. They show excitement when they prepare to start their day in the well-resourced and stimulating garden and outdoor cabin. Children develop their imaginative play as they push vehicles through crushed cereal biscuits, oats and lentils. They further develop their imaginations as they scoop the oats into a mound, exclaiming, 'I've made a volcano!' Children sprinkle lentils on top as they learn new words such as 'lava' and 'eruption'. They use their small-muscle skills as they expertly handle scoops, scooping up the oats and biscuits and dropping them into their hands. Children enjoy the sensory experience as they squash and mould the mixture into balls.

Children snuggle up on cushions to listen to a story. They show their joy by exclaiming, 'I'm so excited!' Children develop their listening and language skills as they participate in the story, joining in with familiar words and finishing sentences. They delve into a 'song bag' and develop their recall skills as they select puppets to help them remember the characters in each song as they sing. Children develop their recall skills further as they pretend to go shopping. They are given a list to remember. Children use their imaginative play as they look for the items on their list, exclaiming, 'They don't have any oats today, just milk!'

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

- The childminder provides a broad and balanced programme of learning. She gains information from parents when children first start and uses this to plan interesting and relevant activities that support and prepare children for the next stage in their learning. For example, based on the children's interest in imaginative play, the childminder provides a wide range of resources and activities to help them to develop this area of learning.
- Children are encouraged to try new healthy foods as they benefit from home-made meals at the childminder's home. The childminder ensures that children's hygiene needs are met. For example, children wash their hands after using the toilet. They are offered tissues to blow their noses and are encouraged to dispose of them hygienically in the bin before sanitising their hands.
- The childminder and her assistant work together well. The childminder ensures that a programme of professional development is in place for herself and her assistant. However, this does not focus on further developing the newly appointed assistant's knowledge of promoting children's communication and language skills during play.
- The childminder promotes the development of children's growing independence. For example, children help to prepare their snacks as they carefully chop bananas and strawberries with safety knives. They pour their drinks and put

their shoes and coats on independently.

- Parents are highly complimentary of the childminder. They comment that she is supportive and nurturing. Parents receive daily updates regarding their children's progress. They praise the knowledgeable childminder as she shares tips and offers help with potty training to ensure consistency in the care children receive.
- Children benefit from a wide range of activities within the community. They visit the library to select books to share in the provision and attend playgroups to join in music and movement activities. This helps children develop confidence in socialising with other children.
- Children develop an understanding of mathematical concepts in the childminder's care. For example, the childminder encourages children to count the strawberries they have prepared for a snack and uses mathematical language as she talks to them during imaginative play.
- The childminder ensures that children who have additional needs receive swift support. She works closely with parents and other professionals to ensure that children make the best possible progress while in her care.
- The childminder and her assistant support the children's emotional well-being. Children have secure attachments with them and go to the childminder and her assistant for cuddles when needed. The childminder is respectful to the children and celebrates their contribution. For example, she allows children to keep the models they have created from bricks instead of dismantling them as they tidy up. This helps children's sense of well-being and pride.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility in managing and reporting allegations. The childminder and her assistant complete regular safeguarding training, to keep their awareness of safeguarding concerns up to date. They show a good understanding of the signs and symptoms of abuse, including protecting children from radicalised views and keeping children safe online. The childminder and her assistant ensure that children are kept safe while on outings. For example, the childminder reminds children about hazards in the environment and helps them understand road safety. The childminder follows a thorough recruitment and induction programme for her newly-appointed assistant, which includes sharing the safeguarding policies and procedures.

What does the setting need to do to improve?

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

- support staff with a programme of continual professional development, particularly with regard to promoting children's communication and language skills.

Setting details

Unique reference number	2588261
Local authority	Leicestershire
Inspection number	10251167
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 4
Total number of places	6
Number of children on roll	8
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 8am to 6pm, Monday to Friday, except for bank holidays, one week at Christmas and one week in the summer holidays. The childminder holds an appropriate early years qualification at level 3. She provides free early years education for children aged two, three and four years. The childminder is registered to work with an assistant.

Information about this inspection

Inspector

Stephanie North

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 viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector completed a learning walk together to discuss the intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the childminder with the inspector.
- The childminder provided the inspector with a sample of key documentation 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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