

Childminder report

Inspection date: 31 May 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 develop high levels of confidence and are happy in this well-organised setting. The childminder places importance on the emotional well-being of the children in her care. She has a patient, calm and nurturing approach, which contributes to the children feeling safe and secure. Children learn to behave well. The childminder is a strong role model for them. She explains to children how to take turns with resources. As a consequence, young children play harmoniously together. Children are kind to each other and enjoy helping their friends. For example, young children find their friends' shoes and help them to put them on. The childminder offers lots of praise for children's kindness, which helps to raise their self-esteem.

Children have a deep love of books. The childminder is a skilled educator with a superb ability to captivate children's attention and motivate them to become engrossed in their early literacy learning. Children become involved in stories as the childminder encourages them to shake a book to 'shake out the monster'. Children thoroughly enjoy being in the garden. They show good physical skills as they squeal and laugh when they run and chase one another. The childminder adds to the children's delight when she gives them water to jump up and down and splash in.

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

- The childminder shows a commitment to her role. She frequently accesses training and reflects effectively on how she can further improve her practice. For example, she has accessed training on how to support children with transitions, as she has some children who will soon be leaving to attend pre-school. This has a positive impact on outcomes for children.
- The childminder supports children's communication and language development well. She tunes in to the words children say. She skilfully adds to these so children hear a wide vocabulary, by narrating their play. She praises children when they say new words. For example, they say 'juicy' when they cut up strawberries.
- The childminder takes children to a variety of places outside of the setting. She knows what children are interested in and nurtures these interests. For example, when children show an interest in trains, she takes them to visit the local train station. Furthermore, when children show an interest in sheep, the childminder arranges a trip to the local farm park. This helps children to know that they are valued.
- Children are motivated and eager learners. They join in with activities provided, such as exploring play dough. Children focus on making tracks with tractors or copying the childminder to make a ball. However, the childminder occasionally

moves children on from activities they are still highly engaged in. As a result, children's concentration and independent learning is sometimes interrupted.

- Most children respond quickly to requests, such as fetching their shoes in readiness for going outdoors. However, some children become unsettled, as they are left waiting while other children are still completing other tasks.
- There is a strong focus on developing young children's self-care skills. Under the childminder's careful guidance, young children have become highly independent and carry out many tasks for themselves. They try to put on their coats and shoes in readiness to go outdoors. They wash their hands effectively and take responsibility for self-care, such as wiping their nose. The childminder encourages children to complete tasks safely and successfully, such as cutting their snack fruit with child-friendly knives or pouring drinks. This instils confidence in the children while promoting their independence.
- The childminder skilfully supports children to celebrate and recognise their unique cultures and heritages. She creates family books with photographs of children and their extended families. Children delight in recognising themselves and their friends in pictures. Furthermore, the childminder values children's interests. For example, she organises 'Wish Days', where she plans a day centred around a child's interest. One example of this is a 'Toy Story' day.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good level of safeguarding knowledge and understanding. She is confident about the signs and symptoms of abuse and her role in helping to protect children from harm. The childminder teaches children about keeping themselves safe. For instance, children practise fire drills and learn the importance of road safety when out and about. The childminder supervises children well, and her premises are clean and secure. She conducts risk assessments of her home to ensure that it is safe for the children she cares for. For example, the childminder checks the garden for any animal faeces.

What does the setting need to do to improve?

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

- provide more time for children to complete activities so that they can bring their play to a satisfactory end
- review the organisation of daily routines to minimise delays so children do not become unsettled.

Setting details

Unique reference number	2605786
Local authority	Leicestershire
Inspection number	10285483
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 3
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 2021 and lives in Market Harborough. She operates all year round, from 8am 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

Sharon Alleary

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 childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the quality of teaching, indoors and outdoors, and assessed the impact this has on children's progress.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector took account of parents' written views of the childminder.
- The inspector checked evidence of the childminder having completed a paediatric first-aid qualification.

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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