

Childminder report

Inspection date: 19 January 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children happily enter the setting and are greeted warmly by the childminder. They quickly settle and begin to play with toys that they choose themselves. Children join in with exciting activities based on their interests. They become engrossed in learning and are curious to find out what might happen. For example, children melt ice by pouring warm water over it. They ask questions, such as 'Why is it water?' The childminder skilfully answers and extends their thinking. Children develop early mathematical skills. The childminder expertly embeds number and shape recognition and counting into children's play. Children show what they have learned as they confidently count. They use their fingers to represent numbers and use shapes to make patterns.

Children are encouraged to be independent. They put on their coats and shoes to go outside. Children really enjoy helping. The childminder extends this interest by giving them small tasks to complete, such as tidying away resources. Children are praised when they succeed. This helps to grow their confidence and self-esteem. Children are excited to receive stickers for tidying up. They shout, 'We did it!' when they finish. Children follow the childminder's rules and play exceptionally well with one another. They support each other to achieve a shared goal. For example, older children caringly demonstrate how to use tweezers to younger children.

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

- The childminder has a good knowledge and understanding of child development. She gathers information from parents and her own observations of children. The childminder carefully plans sequenced activities. This helps to build on children's existing knowledge and skills. As a result, children make good progress from their starting points. The childminder checks what children have learned by revisiting activities.
- The childminder is instilling a love of books in children from a young age. The children work together to create a 'cosy corner' out of cushions and blankets ready for story time. The childminder makes stories come to life by creating voices for the characters as she reads. She reads enthusiastically, keeping the children's interest and building up their excitement. Children join in the parts they know. The childminder checks children's understanding by asking questions at the end. Children confidently answer.
- Children explore their emotions. The childminder sensitively talks to children when they are feeling overwhelmed. She offers explanations to help them make sense of how they feel. Children are supported to be kind to one another. They say 'sharing is caring' while they play games. The childminder deals with any minor conflict that may occur between children effectively. As a result, children are learning the difference between right and wrong.

- The childminder supports the development of communication and language in older children well. She introduces new words as children play to increase their vocabulary. Children are confident to share ideas and experiences. The childminder responds as they speak and extends their conversations. However, younger children do not always get the same number of interactions to support their early communication skills as the more-vocal children.
- The childminder has built up strong relationships with parents. She regularly keeps them informed of their children's progress. Parents share how they are extremely happy with the care their children receive. They comment that the childminder has a lot of strengths. The childminder works in partnership with other settings that children attend. She shares information about children to ensure there is a continuity of care and learning.
- Children are developing an understanding of healthy lifestyles. The childminder provides healthy snacks and discusses healthy eating with children at mealtimes. She plans fun activities based on good oral hygiene. The childminder provides plenty of opportunities for children to be physically active. Children giggle as they run around in the garden, trying to catch the pet rabbit. The childminder regularly takes children on trips to local parks, soft-play centres and farms.
- The childminder is highly ambitious. She constantly evaluates her practice to highlight areas she would like to improve. She has attended various training to increase her knowledge and skills. Children benefit from the childminder bringing what she has learned into the setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to identify signs that indicate a child is at risk from harm. She is mindful of prevalent safeguarding concerns, such as cuckooing and female genital mutilation. The childminder actively attends training to keep her knowledge up to date. She is aware of the procedures to follow and who to contact if she has concerns about a child's safety or welfare. The childminder supports children to keep themselves safe. She gives reminders about how to be safe going upstairs and explains road safety when out of the setting. The childminder carries out daily risk assessments to ensure the environment is safe and secure.

What does the setting need to do to improve?

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

- increase interactions with younger children to help support their early communication skills.

Setting details

Unique reference number	2608257
Local authority	Leicestershire
Inspection number	10264518
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 9
Total number of places	6
Number of children on roll	13
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and is located in the village of Sileby, Leicestershire. She operates from 7.30am to 6pm, Tuesday to Friday, all year round, except for family holidays and bank holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for three- and four-year-olds.

Information about this inspection

Inspector

Leonie Miller

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector observed interactions between the childminder and children.
- 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.
- The childminder and inspector carried out a joint observation.
- Parents shared their views on 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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