

Childminder report

Inspection date: 6 March 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 at this setting are happy and confident. Families are provided with settling-in sessions. They spend time sharing information with the childminder prior to children starting at the setting. This means that the childminder has a good understanding of each child's needs. Children settle quickly at the setting and are ready to begin learning. This is supported by the childminder's good understanding of attachment. Children look to the childminder for comfort and reassurance. She is sensitive and responsive to children's needs. This helps children to feel safe at the setting and develop confidence.

Children explore the environment with confidence. There is low level storage which means children can choose resources independently. Children engage in activities that interest them. They enjoy participating in singing and rhyming and listen carefully to stories. The childminder introduces new vocabulary throughout the day. She repeats single words for young children to learn and gives them time to think and respond.

Children are kind to each other. The childminder encourages them to take turns and share resources from a very young age. This means children learn good behaviours and have respect for each other. Children develop important social skills in preparation for school.

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

- The childminder has developed a curriculum for the setting based around the needs of the children. Following on from the COVID-19 pandemic the childminder has identified that developing personal, social and emotional skills is paramount for the children who attend. Therefore, the childminder puts emphasis on developing relationships and confidence, to give children a secure foundation to begin their learning.
- Children develop a love of books from a young age. The childminder provides books within the setting that are easily accessible and that children enjoy. This includes a range of books for the different ages of children attending. The childminder shares stories with the children and they often take books to the childminder to be read. Children sit next to her ready to listen. The childminder's enthusiastic reading engages children, and they sit and listen attentively.
- Children learn about healthy eating. The childminder provides a range of healthy snacks and together they talk about what foods are good for them. Children explore and learn about exercise and the effects it has on their bodies. They learn how to keep fit and healthy and understand the importance of a healthy lifestyle.
- The childminder models good hygiene procedures. However, she encourages

older children to wash their hands but does not always teach and encourage younger children to do the same. Therefore, children do not always learn the importance of good hygiene from a young age.

- The childminder teaches children early mathematics. She counts when children are building a tower and introduces mathematical language while children play. The childminder extends opportunities for mathematical development as children get older. For example, older children are beginning to recognise numerals in preparation for school.
- The childminder provides children with a range of trips out in the local community. They visit the local parks and woods and spend time reading at the library. This supports children's social development and teaches children about the world around them.
- The childminder has a good working relationship with the families that attend the setting. She shares with parents' their children's next steps and what they have learned at the setting. However, she does not always provide parents with ideas to extend this learning further at home.
- The childminder has high expectations and uses reflection to develop her practice. For example, after conducting planned activities, she takes time to assess where improvements can be made. The childminder evaluates children's engagement and how she can extend learning to challenge the older children at the setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent knowledge of safeguarding. She is confident to discuss the signs of abuse and knows how to protect young children from harm. The childminder has a good awareness of wider safeguarding concerns, such as female genital mutilation and radicalisation. All contact details for the local authority are displayed clearly at the setting. The childminder is confident to identify who to contact if she has concerns regarding another professional or member of her household.

What does the setting need to do to improve?

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

- teach all children the importance of good hygiene practices and the impact on their health
- share ideas with parents to extend their children's learning at home.

Setting details

Unique reference number	2617435
Local authority	Leicestershire
Inspection number	10276081
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Leicester. She operates all year round, from 8.30am to 4.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Vikki Reynolds

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 setting.
- The childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Parents shared their views of the setting with the inspector.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.

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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