

Childminder report

Inspection date: 2 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

The caring childminder ensures that children feel happy and secure in her home. She provides cuddles and reassurance for children as they arrive. Children smile as the childminder plays a game of clapping hands to a rhyme with them. When children do something well, the childminder quickly recognises their achievements. She shares a gentle 'fist bump' with the children as they proudly join in.

The childminder encourages children to enjoy books. They turn the pages as they listen to a story about animals. The childminder provides a wide range of conversations with the children to enhance their speaking skills. For example, during a walk, she points out a tree with giant model spiders on it. She says a poem with the children about 'Incy Wincy Spider' and they join in. The childminder encourages children to look down from a bridge into the stream to find ducks. She encourages children to listen to the sounds around them and has back-and-forth conversations about the birds in the tree.

The childminder supports children to understand her behaviour expectations. Older children listen to her instructions to wait while she puts younger children into the pushchair. Children listen as the childminder reminds them to hold on to the pushchair as they cross the road.

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

- The childminder teaches children, including those who speak English as an additional language, to develop their speaking and understanding skills. She sings with the children and provides musical instruments. Children join in with shaking a tambourine and rattles as they sing about a farm. The childminder stops singing and children carry on with the missing words to the song. She uses props to help children to understand. For example, she asks children to find a horse and she helps those who are not sure to find the correct animal.
- The childminder supports children with their small-muscle skills. Children practise using scissors and making marks with crayons and pencils. The childminder helps them to remove the backing paper from stickers to make a card.
- The childminder provides children with opportunities to practise their social skills as they mix with other children during a visit to a stay-and-play group. Children choose what they would like to play with. They explore toy vehicles and push cars down the ramp of a garage. However, during the busy playgroup, the childminder does not always allow time to extend the learning of quieter children, who are happy to play alone for periods of time.
- The childminder teaches children her behaviour expectations for when they are in her home. She talks to children about being kind and having 'gentle hands'.

Children listen to her instructions to take their shoes off when inside. She explains why they must sit at the table or on a chair when eating.

- The childminder helps children with moving on to their next stage in education, such as going to school. For example, she provides choices for children and supports them to be able to communicate their needs. She encourages children with independence skills, such as putting on their own coat and shoes.
- The childminder supports children to learn about a healthy lifestyle. She talks to children about drinking water to keep their teeth healthy. She has conversations with the children about healthy eating as they sit at the table to choose food for lunch. Children choose strawberries, bananas, pitta bread and dips. However, the childminder does not provide consistent messages about hand hygiene. On occasions, children do not clean their hands before eating.
- The childminder reflects on her practice and identifies areas in which she would like to gain more knowledge. She plans to attend training courses, for example to deepen her understanding of how children learn. She asks parents what she could do better and takes account of their views.
- The childminder communicates with other settings that the children attend. She shares children's next steps in learning and progress summaries with them so that she can provide consistent learning.
- Parents state that they feel supported by the childminder and know what their children are learning. Parents compliment the childminder on her help with children's speech and toilet training.

Safeguarding

The arrangements for safeguarding are effective.

The childminder uses risk assessments to ensure her home is safe. She knows her responsibility to keep children safe from harm and knows how to identify the signs and symptoms of abuse. She knows the action to take if she has a concern about a child's welfare, including issues such as female genital mutilation and exposure to extreme views or radicalisation. The childminder talks to older children about keeping safe online. She talks to children about road safety while on walks. She has procedures to keep children safe, including what to do if a person approaches them when out in the local community. The childminder attends training courses to update her knowledge of safeguarding.

What does the setting need to do to improve?

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

- make the most of spontaneous learning during children's self-chosen play to help quieter children develop their ideas and extend their learning
- strengthen the consistency of good hand hygiene to support children's understanding of the links between good hygiene and good health.

Setting details

Unique reference number	2621818
Local authority	Leicestershire
Inspection number	10237310
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 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Syston, Leicestershire. She operates all year round, from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Caroline Winterton

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 home and discussed the safety and suitability of the premises.
- The childminder joined the inspector on a learning walk and talked to the inspector about her curriculum and what she wants the children to learn.
- The inspector spoke with the childminder about the leadership and management of the setting.
- 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 the children.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation.

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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