

Childminder report

Inspection date: 5 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 enjoy the time they spend in this warm, homely environment. They engage well in the activities that the childminder plans around their interests and learning needs. For example, children are excited to help set up a craft activity. They have been looking forward to making crowns for their Coronation celebrations. Children form close relationships with the nurturing childminder. They cuddle up to her for stories, and giggle with delight at the jokes they share together.

Children are learning to become independent. The childminder encourages them to complete age-appropriate tasks with minimal support. For example, children wash their own hands before meals and snacks. They help organise activities and understand the need to tidy away once they have finished. This prepares children well for their next stage of learning.

Children show high levels of curiosity. The childminder encourages this by providing opportunities to further enhance children's learning. For example, children are enthralled by the birds which are nesting in the garden. The childminder grasps this opportunity to develop children's knowledge of life cycles. She also uses this to support their understanding of appropriate behaviour so as not to disturb the babies in the nesting box.

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

- Children are developing a good understanding of healthy lifestyles. The childminder works closely with parents to ensure that children enjoy healthy snacks and meals throughout the day. Children have plenty of opportunity for physical play. They have continuous access to the large, secure garden, and enjoy regular trips to local parks.
- The childminder establishes close relationships with families from the start. She gathers detailed information about children's early experiences. This enables her to plan flexible settling-in sessions to meet children's specific needs. Ongoing communication is of a high standard. The childminder understands the impact children's routines at home may have on the care she provides. For example, she is swift to identify when children may be unusually tired. She adapts her plans for the day to best meet their needs.
- Children are polite and behave well in the setting. The childminder encourages positive behaviours by offering children lots of praise. She is a good role model for children, consistently demonstrating good manners and respect to children and adults.
- The childminder places sharp focus on developing children's language and communication skills. She engages well with children during activities, taking

every opportunity to model new vocabulary. For example, she encourages children to find 'spiky' and 'fluffy' objects to stick onto the crowns they are making. Children have access to a variety of age-appropriate books in their reading area. They enjoy reading stories with the childminder throughout the day.

- Parents speak highly of the childminder and the care she provides. They particularly value the close relationships children have with her. They understand how this enables them to settle swiftly in the childcare setting. Parents appreciate the exciting learning opportunities the childminder provides. They comment on how their children look forward to spending time with her.
- The childminder has a good understanding of how children learn. She plans engaging activities based on children's interests. For example, children look forward to seeing farm animals on their walks in the village. The childminder encourages children to gather a deeper understanding of these animals by planning a sensory farm activity. However, the childminder does not always make the most of children's daily routines, such as mealtimes to support their learning and development.
- The childminder works closely with parents and other childcare professionals. She seeks feedback and uses this to enhance children's learning opportunities. However, she does not always reflect thoroughly on all aspects of the care she provides. As a result, she is not always swift to identify areas to enhance her knowledge and improve her practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good safeguarding knowledge. She understands the signs and symptoms which could indicate a child is at risk of harm. She explains the correct process to follow when reporting concerns to the appropriate authority. The childminder completes regular first-aid and safeguarding training in line with local authority guidelines. She conducts regular risk assessments of all areas of her home and when on trips out.

What does the setting need to do to improve?

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

- make better use of children's daily routines to further support their learning and development
- implement effective methods of evaluation to identify areas for improvement within her practice.

Setting details

Unique reference number	2624543
Local authority	Leicestershire
Inspection number	10280977
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	0 to 8
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 2021. She lives in the village of Stoke Golding, Leicestershire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Antonia Campbell

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 inspector considered the views of parents by speaking to several during the inspection and by reviewing feedback letters.
- The inspector looked at relevant documents, including evidence of the suitability of all persons living at the premises.
- The inspector observed the interactions between the childminder and children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and childminder completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with the childminder about the monitoring of learning and development in the setting and tracked the progress of several 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023