

Childminder report

Inspection date: 3 July 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 play happily in the childminder's home. The childminder talks to the children as they look at photos of their families, to help them feel safe and secure. The childminder works closely with parents of new children to her setting to find out about their routines so that she can follow these in her setting. She provides cuddles and reassurance to children to help them feel safe and settled.

The childminder ensures that babies have space to crawl and use low-level furniture to pull themselves up to stand. She supports their early physical skills as she helps them to practise safely sitting down again. Older children practise their speaking and thinking skills as the childminder encourages them to join in back-and-forth conversations about their ideas. For example, children excitedly listen as a train goes by on the nearby railway line. Children tell the childminder that the train is going to the beach, as they remember their recent holiday at the seaside. The childminder builds on children's interests as she talks about finding seashells at the beach and encourages them to seek and find seashells in her garden. The childminder demonstrates to the children how to hold them up to their ears to hear the 'sea'. Children listen to her instructions and concentrate as they listen. They confidently show visitors how to hold the seashell to their ear to listen for the sea, demonstrating what they have learned.

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

- The childminder focuses on promoting children's communication, understanding and thinking. She uses the children's interest in animals to extend their understanding and thinking skills. The childminder asks them to name farm animals as opposed to wild animals. She gives children time to think and respond to her questions. As well as using spoken words to name the animals, the childminder supports children to learn and use simple sign language to name them.
- The childminder plans to promote children's interest in listening to stories. She provides a wide choice of books for children to look at and uses puppets and props to make the stories exciting. For example, the childminder enthusiastically reads a story about baby animals. She uses facial expressions and different tones of voice to engage the children and make the story interesting. Children join in as they make the animal noises and help to turn the pages.
- The childminder provides activities to support older children to develop the strength in their hands to hold a pencil and later learn to write. She encourages children to practise exercising their hands during play. For example, she helps them to position their fingers and use their hand strength to squeeze the lever of a grabber to pick up a basket of toy cars. However, on other occasions, the childminder is not clear on what she wants children to learn. As a result, children

do not always benefit from purposefully planned activities.

- The childminder promotes positive attitudes to learning by supporting children's emotional well-being. She encourages children to feel proud of their achievements and praises positive behaviour. For example, she praises children when they listen to her instructions to put noisy musical instruments back in a drawer. As a result of her encouragement, children learn to behave well and are keen to learn.
- The childminder supports children to learn about healthy lifestyles. She explains why it is important to wash their hands before eating. The childminder helps children to learn about healthy foods as she allows them time to choose from a range of snacks, such as strawberries, cucumber, nectarines and blackberries.
- The childminder reflects on her practice and considers areas of learning she would like to enhance. For example, she plans to enhance children's understanding of different cultures. She takes children on regular visits to local toddler groups where they meet other children and families. Children join in celebrations, such as Eid, with the families in the group. This helps children to develop their understanding of the differences between people. However, the childminder does not work alongside other settings that children attend, to ensure consistency of care and support for the next steps in their learning.
- Parents describe the childminder as 'warm' and 'friendly' and say that she has a 'beautiful way' with the children. They say that they cannot recommend her enough. Parents say that the childminder helps children to practise new skills and become independent.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows her obligation to keep children safe from harm. She can identify the signs and symptoms of wider safeguarding issues, including female genital mutilation and county lines. The childminder understands the action to take if she has a concern about a child's welfare. She helps older children to understand how to keep safe online. The childminder talks to children about how to keep themselves safe. She encourages them to understand road safety when out in the local community. The childminder attends training courses to refresh her knowledge on subjects such as the 'Prevent' duty.

What does the setting need to do to improve?

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

- review the planning of activities to ensure that appropriate levels of challenge are provided for each child
- strengthen partnership working with other settings that children attend, to ensure consistent care and support for learning.

Setting details

Unique reference number	2629410
Local authority	Leicestershire
Inspection number	10288896
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 4
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 and lives in Market Harborough, Leicestershire. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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 setting.
- The inspector viewed the provision 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 children to learn.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector carried out a joint observation with the childminder.

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