

Childminder report

Inspection date: 4 August 2022

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	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time at the childminders. They engage well with adult-led activities. For example, children competently complete inset jigsaws. They show that they recognise shapes as they confidently slot their jigsaw pieces into the correct place. Young toddlers receive words of encouragement from the childminder which helps them persevere. They concentrate as they carefully turn jigsaw pieces around to check where they fit. They show pride as they succeed. This helps promote their growing mathematical development.

Children use their manners and are learning to share toys. The childminder quickly deals with any minor disputes, making expectations for behaviour clear. For instance, children throw resources as part of a game they have created. The childminder explains that throwing toys may break them.

Children thoroughly enjoy playing outside. They develop their muscle strength and coordination skills. Children rock back and forth on a see-saw and push themselves along in 'ride-in' cars. They stretch to throw balls into a basketball hoop. The childminder supervises children as they climb the steps to the small slide. Children are learning to be safe. For example, the childminder gently reminds children to sit down on the slide so they do not fall and hurt themselves.

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

- The childminder is keen to broaden children's experiences. She understands the impact that the restrictions during the COVID-19 pandemic have had upon children. Recently, she has taken children on a farm visit. They learned about animals, the sounds they make and how they are cared for. Parents say they value the variety of activities the childminder provides for their children. They feel their children have learnt to socialise and have developed their physical and communication skills.
- The childminder supports children's speaking and listening skills well. She engages in their play, asking them simple questions where they are given time to think and respond. Children learn about cause and effect. The childminder explains how to pour sand into a funnel and make a wheel spin. Children listen and readily copy. The childminder introduces new words such as 'blockage' when the sand gets stuck, and 'soak' as children tip water into the sand.
- The childminder provides opportunities for children to develop their small-muscle skills. They are supported to use tweezers to pick up small animals for sorting, they carefully insert bubble wands into a tube to make bubbles and they post colourful sticks into a posting box. This helps children develop the muscles they need for early writing.
- The childminder provides healthy snacks and fresh drinking water. Lunch is

provided by parents. The childminder encourages children to eat healthy foods. However, she has not yet identified how she can encourage parents to make healthy choices when providing their children's lunchboxes. This means children are not gaining consistent messages on healthy eating.

- The childminder supports children's growing independence skills. Children take off their shoes, they freely choose which activities they want to engage with and they are encouraged to peel their own fruit. Children are supported to recognise their own personal care needs. The childminder gives plenty of praise when children new to toilet training successfully access the toilet themselves. This helps ensure children are ready for the next stage in their education.
- The childminder has developed a good curriculum based on children's interests and individual needs. She knows the children well and has clear intentions as to what she wants them to learn. She gathers relevant information from parents when children start, and communication with parents continues to ensure that next steps are agreed. This helps children make good progress from their starting points.
- The childminder is reflective about her provision and gathers annual feedback from parents to help her evaluate her service. She works with other childminders, which enables her to share ideas and best practice. However, she has not yet taken opportunities to enhance her practice further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of the possible signs that may indicate a child is at risk of harm. This includes signs that may indicate those that are at potential risk from radical views. The childminder knows what procedures to follow should she have concerns. She is aware of her responsibility for reporting any allegations made against her or any other member of her household. The childminder has undertaken relevant safeguarding training and paediatric first aid. Children are learning to be safe. For example, the childminder reminds children to drink water in the hot weather to keep hydrated.

What does the setting need to do to improve?

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

- support parents to provide healthy packed lunches, in order to provide children with consistent messages about healthy food choices
- undertake training and development opportunities to help raise the quality of education to the highest possible level and improve outcomes for children even further.

Setting details

Unique reference number	EY101831
Local authority	Leicestershire
Inspection number	10073013
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 3
Total number of places	6
Number of children on roll	8
Date of previous inspection	1 March 2016

Information about this early years setting

The childminder is based in Anstey, Leicestershire. She registered in 2002. She operates all year round, from 7.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector
Susan Hyatt

Inspection activities

- This was the first routine inspection the provider 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 childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of a mathematical activity with the childminder.
- Parents shared their views of the setting 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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