

Childminder report

Inspection date: 4 March 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 appear happy and well cared for. They have access to a wide range of activities and new experiences that they are excited to try. Children smile and jump with excitement when they see their waterproofs and wellington boots, as they anticipate an adventure in the garden. They remember what they have learned previously about composting. Children develop their knowledge with the childminder by asking questions and being curious. They learn about the world around them, and learn how to be healthy, as they explore the outdoors in the mud kitchen and allotment. They learn where food comes from, and the importance of fruit and vegetables in their diet. Children enjoy a range of healthy snacks and meals cooked for them.

Children behave well. They play together, taking turns and sharing resources. Children are confident to ask for help if they need it. They show good manners, tidying up their toys and saying 'please' and 'thank you'. As part of their daily routine, children safely dance around the living room together and sing their favourite songs. They show enjoyment and say, 'I love this,' as they join in and copy one another.

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

- Mathematics is embedded in all areas of children's learning. They count, look at shapes and explore mathematical concepts. Children problem-solve with numbers. They guess numbers within a range and use language such as 'more' and 'less'.
- Children achieve well, based on their starting points. The childminder knows the children and their interests. She finds out what children experience at home. She talks to them about what they will do at the weekend and then plans new opportunities for them. Activities are adapted to meet all children's needs. However, opportunities to further extend what older children learn are not consistent.
- The childminder uses questions to understand what children already know and can do. She asks children what plants need to grow and about the importance of worms in soil when planting seeds. Opportunities are provided for children to practise their skills and build on their previous learning outdoors. However, questions that help older children think creatively are not yet fully explored.
- Children are introduced to new words and information during discussions. Older children learn words such as 'roots', 'shoots' and 'saplings', when learning about the life cycles of plants. The childminder knows how to help children learn to speak. She sings songs with children and shares stories. However, language used to talk to younger children is sometimes too complicated. Therefore, opportunities to develop early speech are not always maximised.

- Children show kindness and care for one another. The childminder, and her assistant, encourage children to make positive choices and help their friends. Children confidently cut their own fruit at mealtimes and share this with their friends. They are encouraged to try their best, and persevere, during activities they find difficult.
- Parents feel well informed about what their children do and how they are developing. They speak highly of the childminder and her 'homely' setting. Parents like the opportunities their children have, including exploring outdoors and taking part in activities that are often not done at home.
- Children learn to be independent. Older children put on their own coats and pour their own drinks. They are proud of their achievements, saying, 'Look at me, I did it,' as they dress themselves. Older children support younger children during play. They show them how to stack blocks and press buttons on electronic toys. The childminder supports younger children as they put on their waterproofs. Children are praised for their efforts and determination.
- The childminder attends courses online to develop her knowledge. She works together with her assistant to find ways to improve her practice. The childminder gives priority to areas of development children found difficult after the COVID-19 pandemic. For example, children learn to socialise at mealtimes and make positive food choices.

Safeguarding

The arrangements for safeguarding are effective.

The childminder, and her assistant, understand the importance of safeguarding. They recognise signs and symptoms of abuse, and understand how to report and record concerns. The childminder is aware of risks associated with radicalisation and extremism. She knows when to seek help and advice, or when a child may be at risk of harm. The childminder educates children about internet safety and safe use of technology. She takes steps to minimise risks in the home. The childminder works with the local authority to discuss any concerns.

What does the setting need to do to improve?

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

- simplify language and vocabulary to support younger children with their speech
- develop questioning skills to help promote older children's creative thinking
- provide more opportunities to further extend learning for older and more capable children.

Setting details

Unique reference number	EY103645
Local authority	Leicestershire
Inspection number	10073023
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 14
Total number of places	12
Number of children on roll	20
Date of previous inspection	22 April 2016

Information about this early years setting

The childminder registered in 2002 and lives in Glen Parva, Leicester. She works with her husband, who is an assistant. The childminder operates all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate qualification at level 3 and provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Donna Edwards

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 childminder and the inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with the childminder, her assistant, children and parents during the inspection.
- The childminder and inspector carried out a joint observation of an activity together.
- The inspector held discussions with the childminder and her assistant.
- The inspector reviewed a sample of documentation, including the suitability of people living in the household.

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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