

Childminder report

Inspection date: 4 January 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	Inadequate
--	------------

What is it like to attend this early years setting?

The provision is good

Children form warm and positive relationships with the childminder. She is kind, caring and very attentive to the individual needs of all children. For example, when children become distressed or frustrated she calmly reassures them and offers support. This helps children to settle quickly and carry on with their play and learning. Children are keen and motivated to explore their environment. They confidently select toys and games. They enjoy joining in group activities, and learn to share and take turns. Children are kind and respectful to each other. They willingly offer to help when they see another child having difficulty with a game. They behave well and are polite. Children say please and thank you when making requests, for example, at mealtimes.

Children benefit from daily opportunities to get fresh air and engage in physical activity. They regularly visit local play areas with the childminder to use a range of equipment to develop their coordination and large motor skills, such as climbing, balancing, jumping and running. Children develop an interest in reading as they freely access a wide range of books and join in enthusiastically during story time. They enjoy regular visits to the local library. Children display high levels of independence. They confidently put on their coats, and remember to wash their hands after the toilet and before eating. They have great fun making their own snacks, skilfully handling knives to spread butter and to cut up sandwiches. Children develop positive self-esteem, as their efforts and achievements are praised and encouraged.

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

- The childminder has taken positive action since her last inspection. She has worked hard to make improvements and further develop her service. The childminder has undertaken further training to enhance her awareness of positive behaviour management strategies. In addition, she has worked closely with an early years adviser to review practice, policies and procedures, and has fully implemented the advice provided. These steps have had a positive impact and promote good outcomes for children.
- The childminder demonstrates a clear understanding of how to support children's learning and help them to make progress. She gives good attention to promoting children's language and communication skills. She continually talks to the children and encourages conversation by showing interest in what children say, and asking questions. The childminder enthusiastically sings familiar songs and rhymes with the children, which help to develop their vocabulary.
- The childminder organises her time effectively to establish clear routines for all children. This enables young children to follow their usual routine for sleep and mealtimes, which helps them to settle quickly as they feel safe and secure.

Children benefit from engaging in a stimulating range of play experiences to support their learning and development, both inside and outside the home.

- The childminder works effectively with other settings that children attend. She regularly shares information with them to support children's developmental stages and ensure continuity in their learning.
- Children are well prepared for when they start school, as the childminder provides ample opportunities for children to develop key skills. They learn to count objects accurately, recognise numbers in the environment and use resources to write and make marks. Children recognise familiar letters, such as the letters in their name, but have less opportunity to talk about letter shapes and their corresponding sounds during games and play activities.
- The childminder has developed a broad and stimulating curriculum that supports children's learning and development in all areas. She gathers useful information from parents when children first start, which she uses to plan and sequence the next steps in learning for each child. She knows children very well and so provides experiences that engage, excite and help them to make progress. For example, children thoroughly enjoy making jigsaws and delight in using their problem-solving skills to work out where each piece fits. They remain focused and persevere until the puzzle is complete.
- Partnerships with parents are strong. The childminder keeps parents well informed of children's progress, providing them with a detailed learning journal. She also offers ideas for supporting learning at home. Parents speak highly of the childminder's commitment and the support she offers to the whole family.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a comprehensive knowledge of safeguarding and child protection procedures. She can clearly identify the signs and symptoms which may indicate that a child is at risk of harm. The childminder has a clear understanding of wider safeguarding issues and knows the procedure to follow and which professionals to contact if she has concerns. The childminder has appropriate knowledge of what to do if a child has an accident, as she ensures her first-aid training is kept up to date. Her home is secure and she minimises potential hazards by carrying out regular safety checks and providing close supervision at all times.

What does the setting need to do to improve?

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

- extend opportunities to promote children's awareness of letter shapes, names and sounds.

Setting details

Unique reference number	EY216973
Local authority	Leicestershire
Inspection number	10252116
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	15
Date of previous inspection	3 August 2022

Information about this early years setting

The childminder registered in 2002 and lives in Ibstock, Leicestershire. The childminder operates all year round, from 7.30am until 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a level 3 qualification in childminding practice. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Kate Scheel

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector around the areas of her home used for childminding and explained her intentions for children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector observed the interactions between the childminder and children.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- 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.

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