

Childminder report

Inspection date: 20 May 2021

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	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Children have secure attachments with the childminder and show they feel safe with her. They know that they can reach out for cuddles with her when they need some extra emotional support. The childminder responds with warmth and love to the children. This supports children's emotional development well.

Children demonstrate good levels of interest and positive attitudes to learning. They are happy in their play and enjoy learning. Children giggle as they burst bubbles while playing outside, and excitedly join in with a threading game. They begin to develop their knowledge of mathematics and learn how to identify the correct number of beads on their thread. The childminder supports them to take their time when they count too quickly, so that they count each item and count the correct amount.

Children are clear on the high standards the childminder has for their behaviour. She encourages them to respect one another. The childminder is very calm when she supports children to recognise how their actions may affect others. She explains how they can cooperate with each other. She asks them to say sorry and hug each other when they are upset.

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

- The childminder has a clear view of what skills and knowledge she wants children to learn. She purposely sets out activities that have a specific interest for children. She uses the activities to build on children's next stage in their development. For example, while children play with a train track the childminder encourages them to recall past events and use their imagination. As a result, children are engaged and developing their understanding of the world and communication and language skills.
- The childminder provides children with the opportunity to develop and strengthen their memory and critical thinking skills. For example, during a matching game she helps children to process information, make decisions, and ask questions. She encourages children to recall where their friends have placed items from their shopping list. However, sometimes the childminder steps in too quickly and helps children rather than allowing them time to problem solve themselves.
- Parents comment that the childminder has a 'firm and fair approach' and that they have asked the childminder for advice around behaviour management and any tips she has given have worked. Parents also say the childminder has been supportive, particularly through the Covid-19 (coronavirus) pandemic, and she has adapted her environment to provide children with more outside play.
- The childminder shares information with the other childcare settings that

children attend so that she is aware of what they are supporting children with. This means she can focus on specific gaps in children's learning, such as helping children with their independence and self-help skills, ready for their future learning. The childminder teaches children how to hang up their coats, wash their hands and make healthy choices about the food they eat.

- The childminder uses the information she has gained from parents to provide different experiences for children. For example, taking children to local farms and parks. The childminder also provides children with experiences that help them to have an understanding of people, families and communities beyond their own, such as talking to children about the Shivaratri festival.
- The childminder completes regular training to improve her skills and interactions with children. For example, she recently attended a training course relating to managing children's behaviour more effectively. This has enabled her to make changes to her own practice and the environment. This has had a positive impact on children's experiences.
- The childminder supports children to develop a love of reading from a young age. Children enjoy looking at books independently in the cosy book corner. They seek out their favourite stories to read. The childminder introduces children to songs and rhymes to further support their communication and language development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder can describe the signs and symptoms of child abuse confidently. She knows how to share any concerns she may have about children with the relevant child protection agencies. The childminder knows how to respond to any allegations of abuse made about herself or anyone else living or working on the premises. She supervises children closely and completes checks of the home to make sure there are no risks to children's safety. This means that children in her care are appropriately protected from harm.

What does the setting need to do to improve?

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

- give children more time to work out how to solve problems for themselves.

Setting details

Unique reference number	EY222191
Local authority	Leicestershire
Inspection number	10146240
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 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	29 January 2020

Information about this early years setting

The childminder registered in 2006 and lives in Birstall, Leicestershire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Caroline Clarke

Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken this into account in her evaluation of the setting.
- The inspector completed a learning walk with the childminder to discuss the curriculum and how it is delivered by her.
- The inspector carried out a joint observation with the childminder to assess her view of children's learning.
- The inspector observed the childminder and children to gain a view of how well children learn while they are with the childminder.
- The inspector looked at the written views of parents and took these into account.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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