

Childminder report

Inspection date: 9 January 2023

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 in the childminder's home. They make choices about their play and learning. The childminder organises her homely setting so that toys and resources are accessible to the children. Children demonstrate a positive attitude to learning. They enjoy being together to choose books and toys from the boxes available to them.

Children demonstrate that they are comfortable and happy in the childminder's home. They settle well and develop positive relationships with the childminder and their friends. For example, babies snuggle close to the childminder for a cuddle when they become tired. Older children are eager to include the childminder in their discussions and games. These relationships help children to feel safe and secure.

The childminder takes time to get to know the children. Consequently, she knows them very well. She is attentive to their individual needs and understands where each child is in their development. The childminder uses a warm, gentle approach as she supports children to take turns, to share space and toys with their friends, and to use their manners. She has clear expectations of children's behaviour. Consequently, this supports children to understand the routine and behave very well.

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

- The childminder spends time getting to know the children and their families. She uses a 'Knowing you, Knowing Me' form to collect information from parents before their children start with her. She has a flexible settling-in process which enables parents to leave their children for several short sessions before they start their full sessions with her.
- Children develop their language through discussions with the childminder and each other. The childminder corrects children's pronunciation by repeating words and supports their vocabulary by introducing new words. For example, when children struggle to name a pom-pom they have found, the childminder tells them what it is and encourages them to repeat the new word. She uses a gentle, friendly manner and children respond very well to her.
- The childminder encourages children to develop problem-solving and early mathematics skills as they play. Children examine and talk about pictures on puzzles and in books. They learn to name the features on their faces, such as eyes, ears and noses, and recognise the differences and similarities they have with their friends.
- The childminder skilfully encourages children be thoughtful to one another. She supports them to work together and helps them to understand each other's likes

and dislikes. For example, older children brush a soft pom-pom on a baby's hand and face. When the baby shies away, the childminder explains this means they might not like the pom-pom.

- Children are encouraged to play together and share resources, such as the character soft toys they tip from a large box. Older children understand to share with their younger friends and enjoy including them in their games.
- The childminder understands that not all children have experience of larger social groups. Therefore, she meets with other childminders so that children can play with different people and develop social skills and positive behaviours. She utilises the local community to broaden children's experiences. For example, they attend 'wriggly readers' sessions at the local library and visit the park, where children have space to run, jump, climb and develop their physical skills.
- The childminder observes children as they play to find out what they know and can do. She knows what she wants children to learn next and uses this information to help develop the curriculum offered. However, activities are not always challenging enough to extend children's learning. For example, babies do not always have enough time exploring on the floor to develop their physical skills. Older children sometimes find the puzzles they are offered easy to complete.
- The childminder understands that regular training helps her to keep her knowledge current and up to date. She attends online training to support her to develop her setting. For example, she attended a food hygiene course which developed her knowledge of food allergies. The childminder engages with outside agencies, such as the speech and language team, to support children with special educational needs and/or disabilities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes daily risk assessments of her home and garden, including places that she visits with the children, to ensure that they are safe and suitable. She understands the main types of abuse and how to recognise the signs and symptoms of abuse and neglect. The childminder knows who to contact if she has concerns about a child or if she needs advice and guidance. She attends regular safeguarding training. She has participated in additional training on the 'Prevent' duty. This helps her to know how to remain vigilant and support families to keep their children safe.

What does the setting need to do to improve?

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

- enhance further the curriculum offered, to support all children to make sustained progress in all areas of their development.

Setting details

Unique reference number	EY222283
Local authority	Leicestershire
Inspection number	10234645
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	6
Date of previous inspection	10 January 2017

Information about this early years setting

The childminder registered in 2003 and lives in Wigston, Leicestershire. She operates all year round from 7.30am to 4.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 6. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Siddons

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 inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation, including evidence of her suitability.

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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