

Childminder report

Inspection date: 4 May 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

When children arrive, they smile when they are greeted with a friendly 'hello' from the childminder. Children receive reminders from the childminder to use good manners and to be polite, for example when they receive food. Children show kindness to others, such as when they open a yoghurt lid for their friends. Children follow good hygiene routines and understand why these are necessary. For example, children say that they wash their hands to get the germs off.

Children benefit from the support they receive for their communication and language skills. Younger children copy sounds the childminder makes to initiate back and forth communication. Older children answer questions during car journeys and are keen to express their thoughts and views. They talk about what they have been doing during the morning, their homes and people familiar to them. Children show excitement to access the childminder's garden, choosing to play on the trampoline first. They learn how to keep themselves safe when they access the equipment. For example, the childminder asks them to close the zip to the enclosure when they are inside it. Children show an understanding of why safety measures are in place. For example, they say that they wear their seat belts in the car to keep themselves safe.

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

- The childminder observes children and identifies what they need to learn next. This includes supporting children's physical skills effectively. For example, the childminder holds onto younger children's hands to encourage them to take their first steps. She provides older children with opportunities to develop their balance. They ride on balancing bicycles and toys in the garden and are supported to go down a small ladder.
- The childminder introduces a routine to the day which children know and are keen to take part in. For example, she gives children specific tasks to complete when they help to tidy away toys, encouraging them to group objects when they put them in boxes. This helps to introduce early mathematics to children.
- The childminder provides children with opportunities to learn about their local community. For example, she takes children to the library to listen to stories and look at books. The childminder takes children to the park to help develop their confidence to independently access larger apparatus.
- Parents comment positively about the childminder. They like that she follows children's sleep routines at home and that children can sleep outdoors in the fresh air. Parents appreciate the home-from-home environment and say that their children never want to leave.
- The childminder shares information with parents about children care and activities they enjoy. However, she does not support all parents to continue their

children's individual learning at home. Furthermore, when children attend other early years settings, the childminder does not find out what they are learning. This means that she does not support consistency in children's learning between all settings and environments they experience.

- The childminder has rules and boundaries in her home and this helps children to understand what is expected of them. She supports children to understand the words they can use to express their needs. For example, she suggests children say, 'please can I come in' when they want to enter a playhouse. Children are supported to learn how to share, such as when they play number and counting games.
- Children are encouraged to complete tasks on their own, learning skills for the future. For example, children put on their shoes when they finish jumping on a trampoline in the garden. Children are given time to get out of the car by themselves on the childminder's driveway.
- During the COVID-19 pandemic the childminder made improvements to her provision to help promote children's safety. For example, she erects a gazebo in her garden that enables children to play outdoors in all weathers. A new high-level gate and fence at the front of her garden help to promote children's privacy and safety when they play in her garden.

Safeguarding

The arrangements for safeguarding are effective.

The childminder carries out safety checks in her home to help provide a safe environment for children to play. She restricts the number of children accessing the trampoline at one time to promote their safety. The childminder completes paediatric first-aid training, which helps to give her the knowledge to treat a child's minor incident. The childminder understands her responsibility to safeguard children. She knows how to identify if children are exposed to potential risks. The childminder understands where to report concerns about children's safety.

What does the setting need to do to improve?

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

- find out about the learning children receive at other early years settings they also attend to help provide consistency in their development
- offer parents ideas and suggestions about how they can continue to support their child's individual learning at home.

Setting details

Unique reference number	EY282615
Local authority	Leicestershire
Inspection number	10280040
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	12
Date of previous inspection	27 September 2017

Information about this early years setting

The childminder registered in 2004 and lives in Holwell, Melton Mowbray. She operates all year round, from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate level 3 qualification.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the childminder has 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 setting.
- The childminder and inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, both indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She reviewed a sample of documentation.
- Parents held discussions with the inspector and written feedback was reviewed. The inspector took account of their views.

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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