

Childminder report

Inspection date:

23 November 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy their time with the childminder and her assistant. They snuggle close on the sofa and listen to a story about a bear that goes everywhere. They listen well and eagerly turn the pages, and they are excited to see the bear ride on buses and horses and go to the moon. They repeat the rhyming words and talk about going to the library and choosing some books. This helps to develop children's early literacy skills.

Children move around the home with confidence. They walk up and down stairs safely to go to the bathroom. Children happily choose what they want to play with from a broad selection of toys. They behave well and have a positive attitude to their learning. Children engage in activities the childminder plans for long periods. For example, they thoroughly enjoy exploring the play dough. Children use their small-muscle skills and strengthen their fingers and hands as they poke and squeeze the play dough. They roll it before squashing it and splatting it to make 'pancakes'. They talk about putting chocolate sauce and strawberries on their pancakes. The childminder builds on the children's communication skills as she continues this conversation and encourages them to talk about their favourite foods and what they like to eat for breakfast.

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

- The childminder and her assistant implement a curriculum to develop children's future learning. They follow children's interests and let them learn through play. For example, children have an interest in playing at shops. The childminder uses this opportunity to develop children's mathematical skills. She encourages the children to count and recognise the numbers on the money. Children compare the sizes of boxes of food and see if their shopping will fit in their bags.
- The childminder supports children's language and communication skills. She speaks clearly and holds conversations with children. However, at times, her assistant asks too many questions in one go. She does not leave children enough time to think about and respond to the questions she asks. As a result, the assistant is not fully supporting children's speaking or thinking skills.
- Partnerships with parents are strong. Parents comment that the childminder is friendly, professional and knows the children well. The childminder keeps parents up to date about their children's learning. She talks to parents about children's development and sends them photos of their achievements. This means parents know what to help their children with at home to extend their learning.
- The childminder finds out about the experiences children have at home. She creates opportunities to broaden these experiences and help them to build on their existing knowledge. For example, children go to a singing group to help

widen their vocabulary and to socialise with other children outside the childminding group. She also takes children to parks and soft-play centres so children can take greater risks and extend their physical skills.

- The childminder encourages positive behaviour. Children take turns and learn to wait patiently for their go. This is evident as children play with the building bricks and take turns building houses. They listen to instructions as the childminder explains how to carefully place the roof on the bricks. Children try for themselves and show a great sense of achievement when it stays on, shouting, 'We've done it; we've made a house!'
- The childminder provides hygienic routines for children to follow, healthy foods to eat and water to drink. She supports children to develop their growing independence skills. For example, she encourages children to take off their yoghurt pot lids and feed themselves. Children are polite as they say 'please' and 'thank you' at mealtimes. This helps children's readiness for school.
- The childminder has put in place some support for her assistant. She observes her practice and identifies some training needs. However, the childminder does not yet recognise all weaknesses in her assistant's performance.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good understanding of local safeguarding concerns. They know the signs to look out for that may indicate a child is at risk of harm. The childminder understands the procedure to follow if she has a concern about a child's welfare or if an allegation is made. The childminder and her assistant complete regular training to keep their knowledge of safeguarding up to date. They supervise children well and carry out risk assessments to identify and remove any potential hazards for children. The childminder helps children to learn about safety, for example by using play knives to help them learn about safe cutting skills.

What does the setting need to do to improve?

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

- strengthen support for children to give them more time to think and respond to questions, to help them build on their speaking and thinking skills
- provide further support for assistants to develop their understanding of how to use questions effectively to help improve children's speaking and thinking skills.

Setting details

Unique reference number	EY286931
Local authority	Leicestershire
Inspection number	10234823
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	3 to 12
Total number of places	18
Number of children on roll	10
Date of previous inspection	22 November 2016

Information about this early years setting

The childminder registered in 2004 and lives in Birstall, Leicestershire. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays, one week at Christmas and family holidays. The childminder works with an assistant. The childminder holds an early years qualification at level 3. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Jan Hughes

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 provider and has taken that into account in their evaluation of the provider.
- The inspector completed a learning walk of the childminder's provision and discussed how she organises and implements her curriculum.
- The childminder took part in a joint observation with the inspector. The inspector considered the quality of education during activities and the impact this had on children's learning.
- The children and assistant spoke with the inspector at appropriate times throughout the inspection. The inspector observed interactions and the conversations between the childminder, the assistant and the children and considered the impact these have on children's learning.
- The parents wrote statements for the inspector about the childminder's service so she could take their views into account.
- The inspector had a discussion with the childminder about her training and how she monitors her assistant's performance.
- The childminder showed the inspector relevant documentation and 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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