

Childminder report

Inspection date: 5 March 2020

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 are friendly and sociable. They demonstrate that they feel safe and secure and have a strong sense of belonging in this home-from-home setting. Children know where toys and resources are kept and confidently help themselves to what interests them. Their learning is supported well. The childminder has high expectations for children's achievements and understands how to assess their development. She has a good knowledge of their individual learning needs and plans activities that she knows children will enjoy. Children show their pleasure as they play with toy cars and vehicles. They count them in turn. Children carefully sort them into lines and groups of the same colour or similar design. They name the different types of vehicles and are eager to share their knowledge with visitors.

The kind and caring childminder is a positive role model. Children form strong bonds with her. They behave well and demonstrate good manners. Children understand what is expected of them and respond quickly to the childminder's timely guidance and support. They develop a fondness for animals and an understanding of how to care for them. The childminder teaches them how to look after the household pets safely and appropriately. Children learn how to treat them with care and kindness.

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

- Children enjoy looking at books. They climb onto the childminder's knee and ask her to read their favourites again and again. The childminder is skilled in making stories interesting. She uses different voices and talks to children about what they can see in the pictures. Children listen intently, enthusiastically lifting flaps on each page to see what new animal is hiding beneath. They hear and repeat new words, such as, 'anaconda' and 'skink'.
- Partnerships with parents are good. The childminder gathers detailed information about each child and their family when children first start. This helps to ensure she is able to respond to and respect their individual needs. The childminder uses a range of methods to keep in contact with parents and maintain a two-way exchange of information. As a result, parents are kept well informed about their children's care, learning and progress.
- The childminder helps children to learn the skills they need for their future learning and eventual move on to school. For example, she encourages them to be independent and manage their personal care needs through daily routines. Children know they need to wash their hands after using the potty. They help to tidy away toys and resources and learn to sit at the table to eat. However, on occasions, the childminder does not encourage children to do this consistently or to progress to the next level to further support their personal development.
- Children are curious and are eager to investigate the resources on offer. They

learn about cause and effect as they work out which button to press on a bin lorry to release toy cars. They develop their small-muscle skills as they use tongs to try and pick up different-sized objects. Children quickly establish which ones are too big or heavy to lift. Overall, the childminder's interactions motivate children to remain engaged in the activities provided. However, on occasions, she misses opportunities to extend and challenge children's learning further and to sustain their interest for longer.

- The childminder regularly observes children and has a good knowledge and understanding of what they know, understand and can do. She plans a broad range of learning opportunities, including some that children might not experience at home. Children delight in the opportunity to take part in creative activities. They explore paint and discover how they can make marks in different ways, for example, with brushes, their hands and the wheels of a car. In addition, the childminder organises trips to local playgroups where children can socialise with others and develop their confidence and personal skills.
- The childminder understands the importance of professional development. She completes regular training and participates in childcare-related webinars to help keep her knowledge and skills up to date. The childminder seeks the views of parents. She listens to their thoughts and feedback to ensure she provides a good-quality experience to the children and families who use her service.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's policies and procedures promote children's safety, welfare and well-being. She ensures her practice meets current requirements and keeps her knowledge up to date through regular training. The childminder is aware of her roles and responsibilities to safeguard children. She confidently identifies the signs that may indicate that a child is at risk of harm. The childminder understands the procedures to follow should she have any concerns about a child's welfare. She is vigilant and supervises children well. The childminder completes risk assessments and takes positive steps to ensure that the environment is safe and secure.

What does the setting need to do to improve?

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

- increase opportunities to extend and challenge children's learning to help them to sustain their interest for longer and make the best possible progress
- maximise opportunities to further support children's growing independence and self-care.

Setting details

Unique reference number	EY292913
Local authority	Leicestershire
Inspection number	10070993
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	2 to 11
Total number of places	6
Number of children on roll	10
Date of previous inspection	4 June 2015

Information about this early years setting

The childminder registered in 2004 and lives in Hinckley, Leicestershire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Claire Muddimer

Inspection activities

- The inspector carried out a joint observation with the childminder to assess the quality of education.
- The inspector observed the interactions between the children and the childminder and considered the impact on their learning.
- The inspector spoke with the childminder at appropriate times during the inspection. She asked questions to establish the childminder's understanding of safeguarding procedures, and how she assesses and plans for children's learning.
- The inspector viewed areas of the home used for childminding.
- The inspector spoke to children during the inspection. She took account of the views of parents and carers through written testimonials.
- The inspector reviewed relevant documentation, such as evidence of the suitability of all household members.

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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