

Childminder report

Inspection date:

21 September 2023

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 settle quickly into the childminder's care. They understand the routine of the day that is embedded by the childminder when they arrive. For example, they put on their slippers and place their shoes in the allocated space. This contributes to children feeling safe and secure in the childminder's home. Children show positive relationships with the childminder and their peers. They happily go with the childminder to the door to greet other children when they arrive. This enables the childminder to always be within sight and hearing of children, promoting their safety.

Children are provided with opportunities to revisit previous learning, helping them to remember and secure new skills they learn. One example of this is when the childminder plans opportunities for children to develop the small muscles in their hands. She asks children to remember how to roll a ball in between their hands and shows them, reminding them of skills they learned in the past. These skills help to prepare children for early writing when they move on to school. Children are encouraged to have a positive attitude to learning. For example, when children say they cannot use crayons, the childminder reminds them that they love to colour and passes them a crayon for them to try. Children receive praise from the childminder for their efforts, helping to develop their confidence.

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

- The childminder uses information from parents and her own observations and assessments to help identify how she can support children to progress in their learning. This includes helping children to build on their speaking skills. For example, the childminder sings nursery rhymes with children and describes what children are doing in their play.
- Children have opportunities to learn about the natural environment. For instance, in the garden, the childminder gives children magnifying glasses that enable them to look closely at insects and flies. When children find a fly, the childminder extends their knowledge, explaining it is a daddy long legs and it has wings. Children ask the childminder if they can hold worms and explain, 'It is tickling my fingers'.
- The childminder helps to prepare children for the changes they will face when they move on to school. For example, she takes them to see the school building and teachers. However, the childminder does not gather or share information about children's achievements with school teachers or staff at other early years settings they also attend. This means that some children do not receive consistency in their learning.
- The childminder keeps parents informed about their children's daily experiences and development. For example, she provides them with photos and written

comments about children's learning experiences and the progress they make. She supports parents to continue to support children's learning at home. For example, children are given books to take home to encourage parents to read to them. This contributes to a united approach to support children's development.

- Parents say that their children love the time they spend with the childminder and appreciate the home from home environment. They explain how their children feel very comfortable and love playing with all the toys and getting involved in many different activities.
- When the childminder plays alongside children, she encourages them to share. For example, she asks children if anyone will share their rolling pin with her when they play with dough. Children show kindness and pass her one. Children are asked to work as a team when they tidy away toys before the routine of the day changes. They listen well and follow instructions, learning skills they will need for future learning.
- The childminder extends her professional development. She completes training courses to help support children's oral hygiene. For example, she gives parents information about how to register their children with a dentist.
- Children are keen to share their learning experiences with the childminder. However, occasionally, the childminder does not support children to build on their understanding of numbers and counting. For example, when she asks children how many legs they can see on a toy spider, children say, 'three'. She does not help them to understand the correct number.

Safeguarding

The arrangements for safeguarding are effective.

The childminder provides parents with information about how they can keep their children safe on the internet at home. She talks to children about road safety when she walks with them in the street. This contributes to helping children develop an understanding of how they can keep themselves safe. The childminder ensures that she completes safeguarding training yearly to keep her knowledge up to date. She knows the signs and symptoms that may suggest a child is at risk of harm or abuse. She understands the 'Prevent' duty guidance. The childminder understands where to report any concerns she has regarding children's safety or welfare.

What does the setting need to do to improve?

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

- improve partnerships with staff at other early years settings children also attend and schools they move on to, to provide more consistency in their learning
- strengthen interactions with children to help build on their understanding of numbers and counting.

Setting details

Unique reference number	EY312910
Local authority	Leicestershire
Inspection number	10288811
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 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	1 November 2017

Information about this early years setting

The childminder registered in 2005 and lives in Leicester Forest East, Leicester. She operates all year round from 7.30am until 5.30pm, 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 childminder.
- 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, 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.
- Feedback from parents was gathered by the inspector, who 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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