

Childminder report

Inspection date: 6 July 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

Children move confidently around the childminder's home and access a range of interesting toys and resources. They display confidence as they select equipment and make their own choices about what they would like to play with. Children show they feel safe and secure. They put their arms up to the childminder to be picked up and snuggle into her when they are upset. Children benefit from having a clear routine during the day. This helps them to understand what is happening and what is going to happen next.

Children's behaviour is good. One-year-old children are kind to their friends. They find their own water bottle and take their friends bottle to give to them. When children are sad because they have fallen over, their friends go over to them and gently stroke their arm. Children have good relationships and care about each other. The childminder is a positive role model and reminds children to say please and thank you. Children have plenty of opportunities to develop their physical skills. They go on walks in the local area and access the childminder's secure garden. They use wheeled toys and climb on different apparatus, such as a climbing frame.

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

- The childminder broadens children's experiences from home. She regularly takes children out and about in the local area. Children visit the library, parks and a local pond, where they have the opportunity to feed the fish. They have opportunities to find out about the world around them.
- The childminder knows the children she is caring for very well. She observes children as they play. The childminder plans activities following her observations and incorporates children's next step. She is skilled at adapting activities to suit children's interests. Children are engaged and motivated to learn.
- The childminder supports children to develop their speaking and listening skills. They snuggle up beside her to enjoy the story 'Owl Babies'. The childminder reads familiar texts to children, so they can learn parts of the story. She provides opportunities for children to join in with the repeated parts, such as 'I want my mummy.' She talks to the children about the names of the different characters. Children take it in turns to look at the pictures in the book.
- The childminder sings number songs to children throughout the day. Children jump up and down in excitement when the childminder shows children a spaceman puppet. As the childminder sings, children begin to join in the counting and actions. The childminder supports children to further count as she encourages them to use their fingers to help them. This supports children's mathematical development.
- The childminder promotes children's good health. She follows robust hygiene procedures, such as disinfecting the baby change mat in between each use. The

childminder makes sure she washes her hands before preparing children's lunch. Children are supported to wash their hands before eating.

- Partnership with parents is strong. Parents feel the childminder offers lots of information about how they can support their children's learning at home. They say children have a vast range of experiences as the childminder takes them to lots of different places. The childminder keeps in contact with other settings children attend. This supports a consistent approach towards children's learning and development.
- The childminder provides learning experiences to build on what children already know and can do. However, at times, the childminder steps in too quickly, preventing children from resolving problems for themselves. For example, when children use stacking cups, the childminder tells them which size comes next rather than allowing children the time to work this out for themselves.
- The childminder interacts with children as they play. She asks them questions and praises them when they respond. Occasionally, children can become distracted by other noises in the room, such as the television. This means children are not always able to sustain their focused interest in activities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands how to protect children from harm. She knows who to report her concerns to. The childminder is aware of what the signs and symptoms of different types of abuse are. She ensures she attends safeguarding training regularly to ensure she understands the latest developments. The childminder completes accident records and makes sure parents are informed of any incidents. She supervises children vigilantly in her home. The childminder has clear safety procedures in place for getting children out of the pushchair when she arrives back home from the school run.

What does the setting need to do to improve?

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

- allow children more time to problem solve independently
- minimise distractions to encourage children to focus on chosen activities for even longer.

Setting details

Unique reference number	EY321103
Local authority	Leicestershire
Inspection number	10138455
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 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	10 March 2015

Information about this early years setting

The childminder registered in 2006. She lives in Stoney Stanton, Leicestershire. The childminder operates all year round, Monday to Friday, from 7.30am until 6pm, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector
Emily Lofts

Inspection activities

- This was the first routine inspection the provider 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 provision.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views on the setting with the inspector, in written form.
- The childminder provided the inspector with a sample of key documentation on request, including evidence to document the suitability of 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022