

Childminder report

Inspection date:

29 September 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder has created a warm and stimulating environment, where children are happy and confident. Children regularly laugh and giggle with the childminder. Babies roll over to seek out the childminder and smile in her company. The resources that are available to children reflect their current interests. Children engage for prolonged periods and work together. For example, children 'take care' of the dolls. They lie them down, change their nappies and feed them. They put the dolls into pushchairs and sing to themselves as they push the dolls around the childminder's home.

Children respect one another and the childminder. They stop what they are doing, make eye contact and listen to what the childminder has to say. Children understand the boundaries that the childminder has established. They pause before entering other areas within the childminder's home, to check they are allowed to proceed. Children behave well and help one another. For example, when a ball is needed for a rolling activity the childminder introduces, older children look round the room and find the ball without being asked. They hand it to the childminder and sit down ready with their friends to play the game.

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

- The childminder understands child development and this feeds into what she plans for children to learn next. For example, when younger children start to move around and sit up, she places items just out of reach to encourage them to reach out and build up their muscles in preparation for walking.
- The childminder extends children's knowledge. She takes them out to experience a variety of venues, including churches, train stations and parks. Once these places have been introduced, she builds children's understanding further by using books back at her home.
- The childminder supports children to develop their thinking skills well. She regularly asks questions to encourage children to elaborate on their ideas. For example, while the childminder looks at a book, children identify pictures of a star. The childminder furthers their thinking and asks where stars are found. Children talk about the sky and what else can be seen at night time.
- Children are supported to develop their mathematical language. For example, the childminder puts her feet together with a child and asks whose feet are bigger or smaller. She counts with the children frequently and supports children to notice patterns in the environment.
- Children are supported to develop their independence. For example, the childminder asks the eldest children to get ready for the school run. They select their own belongings and put their coats on. The childminder shows younger children how to put their own coats on. She places their coats on the floor and

tells children to put their arms in them. The childminder then 'whizzes' them over their heads. Children smile as they manage this independently.

- The childminder promotes children's health and their understanding of how to keep themselves safe. For example, on the school run, children stop at the side of the road. Older children explain that they wait for 'dangerous cars' to go past before crossing. They also wash their hands independently after using the toilet and before they eat.
- Children are encouraged to understand how they are feeling and name emotions and feelings. The childminder asks questions about how children are feeling. For example, a child asks if they can go in the pushchair on the school run. They talk about reasons why and come to conclusions together. Children describe that they are feeling 'tired', because they have not slept well.
- Parents report that they are very happy with the childminder. They recommend her highly for the home-from-home environment she provides. Parents add the childminder's communication with them is 'brilliant'. For example, parents get regular online updates about day-to-day aspects, such as how happy their children are and where they have been. However, they do not currently receive information about how they can extend their children's learning at home, should they wish to do so.
- Children are supported to use language that they already know and are introduced to new vocabulary. For example, children look through a book with the childminder. When they spot a heart, the childminder talks about listening to the heart through a 'stethoscope'. Children practise this new word and use it in their play with dolls. However, new vocabulary could be introduced more consistently. For example, when children pretend play in the kitchen, they talk to themselves in their play and the childminder repeats back what they say, but does not use new vocabulary.
- The childminder attends training to enhance her continued professional development. For example, she has broadened her ideas through online searches and courses to support her to develop children's next stages of learning. However, the childminder does not always identify her own areas for professional development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong knowledge of safeguarding. She can describe a range of signs of abuse. She is aware it is her responsibility to ensure children are safe and knows the processes to make referrals to support families and reduce the risk of further harm. The childminder develops and updates her knowledge through ongoing reading and training. Through this, she has developed her knowledge of safeguarding concerns within society, such as families being radicalised or being drawn into county lines. The childminder ensures the suitability of anyone living in the house through appropriate checks. She is clear about the processes she needs to follow if an allegation is made about anyone in the household. The childminder risk assesses effectively and ensures all areas are safe for children to access.

What does the setting need to do to improve?

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

- develop ways to share children's learning with parents, to support children's extended learning at home
- introduce children to new language consistently as they take part in activities to broaden their vocabulary beyond what they already know
- reflect on practice to identify areas for further professional development, to continue to support children's learning and development.

Setting details

Unique reference number	EY330292
Local authority	Leicestershire
Inspection number	10235002
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	0 to 10
Total number of places	6
Number of children on roll	13
Date of previous inspection	24 October 2016

Information about this early years setting

The childminder registered in 2006. She operates from Bottesford, Nottingham. She opens all year round, from 7.15am to 6pm, Monday to Friday, except for bank holidays and family holidays. She offers before- and after-school club, as well as holidays club sessions. The childminder offers two-, three- and four-year-old funded nursery education places.

Information about this inspection

Inspector

Alice Anders

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 childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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