

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 respond well to the childminder's calm and nurturing approach. They enjoy her company and are keen to involve her in their play. Children demonstrate warm and secure attachments to the childminder and reach out to her for cuddles or reassurance. Children show that they feel happy and safe. For example, they talk to visitors with confidence and are proud to show them around the setting. Children behave well and are polite and well mannered. They say 'please', 'thank you' and 'you are welcome' consistently without prompting. Children display positive attitudes towards their learning and show high levels of engagement in their play. For instance, they concentrate well during a painting activity. They mix different colours of paint together and exclaim excitedly, 'I've made brown!'.

The childminder has high expectations for all children. She provides a well-organised environment with a wide range of resources to promote learning in all areas of the curriculum. Children have wonderful opportunities to learn about nature and how to care for animals. For example, they prepare the food for the childminder's rabbits and chickens. They feed the animals and jump up and down with excitement when they discover that the chickens have laid an egg.

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

- The childminder gathers information from parents about the home lives of the children in her care. This helps her to plan new activities to broaden the children's experiences. For example, children benefit from regular visits to different places of interest in the local community, including garden centres and bird sanctuaries. The childminder provides opportunities for children to learn about helping others who are less fortunate than themselves. For instance, she encourages children to take part in sponsored walks and other events to raise money for charity.
- The childminder uses a range of different questions to promote children's learning and development. She gives children plenty of time to think and respond. The childminder knows the children well and plans exciting activities based upon their interests. However, she does not always make the most of adult-led activities to incorporate children's individual learning needs and promote development further.
- Mathematical development is well promoted throughout everyday routines and activities. For example, children count the number of steps they climb when they go upstairs. They learn about colours and different shapes as they paint. The childminder introduces mathematical language when reading the story of 'Goldilocks and the Three Bears'. For instance, she encourages children to point out the small, medium and large bowls of porridge and to think about which character each bowl belongs to.

- The childminder promotes children's health and well-being effectively. She teaches children about the importance of good hygiene. For example, children wash their hands after feeding the animals to prevent the spread of germs. However, at times, the childminder misses opportunities to teach children about the benefits of healthy eating and how this affects their bodies.
- The childminder regularly reflects on the service she provides and looks for ways to improve. She gathers the views of children and uses them to enhance their play experiences. For instance, older children have recently suggested that they would like a variety of building blocks. The childminder has introduced more building resources, which has had a positive impact on the children's engagement.
- Parents praise the childminder and feel very well informed about their children's time at the setting. They comment that they 'could not recommend her highly enough' and say that 'she has become part of their family'. Parents value the regular trips their children go on within the local community and recognise the benefits these outings have on their children's learning and development.
- The childminder is a good role model. She is calm, polite and kind. Children are familiar with the rules and routines of the setting and follow instructions well. Children are independent. They learn how to wash their hands and put on their shoes and coats before going outside. The childminder encourages the children to lead their own learning and make lots of decisions in their play. She frequently praises children for their achievements, which helps to raise their self-esteem and confidence.

Safeguarding

The arrangements for safeguarding are effective.

The childminder provides a safe and clean environment for the children to play. She has a clear understanding of her role and responsibilities with regards to keeping children safe and protected from potential harm. The childminder has a good knowledge of the signs and symptoms that may indicate abuse to children. She knows who to contact should she have any concerns about a child's welfare. The childminder has a secure understanding of wider safeguarding issues including the 'Prevent' duty guidance. She attends regular safeguarding training to ensure that her knowledge is kept up to date.

What does the setting need to do to improve?

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

- strengthen the planning of adult-led activities to build further on children's learning and development
- focus more strongly on helping children to understand the importance of healthy food choices.

Setting details

Unique reference number	EY346089
Local authority	Leicestershire
Inspection number	10073818
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 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	27 January 2016

Information about this early years setting

The childminder registered in 2006 and lives in Burbage, Leicestershire. She operates term time only from 7am until 6pm, Monday to Friday.

Information about this inspection

Inspector

Hannah Upton

Inspection activities

- The inspector took account of the views of parents and carers through written feedback provided.
- The inspector completed a joint evaluation of an activity with the childminder and spoke with children during the inspection.
- The inspector undertook a learning walk with the childminder and looked at relevant records, documents and policies.
- The inspector observed the quality of the childminder's interactions with children and assessed the impact this had on their learning.
- The inspector held a number of discussions with the childminder. She looked at evidence of the suitability of adults living on the premises.

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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