

Childminder report

Inspection date: 3 October 2022

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 happy and well cared for in the childminder's warm and welcoming home. They have opportunities to play and be curious learners in the bright and engaging environment. Children use their fine motor skills to carefully collect and thread circles of cereal onto spaghetti and watch intently as they successfully attach them. Children explore the sensory benefits of play dough. They manipulate and squeeze it in their hands. Children use rolling pins and push items such as conkers and leaves into the play dough.

Children enjoy playing with a variety of wheeled ride-on toys. They attempt to push the cars and motorbikes along using their gross motor skills and smile as they pretend to drive, moving the steering wheel back and forth. They further develop their core muscle strength as they jump up and down on a trampoline. Children use their imaginative skills to explore small-world play. They create picnics with play food for their dolls and pretend to feed them gently with toy bottles. They push the dolls in prams and recall how to use a stethoscope by placing it on the dolls' chests and making a breathing noise.

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

- Parents speak highly of the childminder. They are provided with regular updates regarding their child's progress and have built good, professional relationships with the childminder. Parents feel that their children are happy and secure at the childminder's home.
- The childminder ensures that children learn about the benefits of leading healthy lifestyles. She ensures that snacks and lunches brought from home are healthy and nutritious. The childminder promotes oral health by providing toothbrushes and toothpaste for children to brush their teeth after they have eaten. She minimises the risk of cross-contamination by ensuring that children regularly wash their hands and provides individual hand towels for drying.
- The childminder knows the children well. She provides a curriculum that gives children the tools they need to prepare them for their journey on to school. The childminder plans a wide range of interesting activities which help children to develop. However, the childminder does not always offer additional encouragement and support to help children maintain their focus during activities and consolidate their learning further.
- The childminder supports children to develop their mathematical skills as they fill containers and count conkers as they drop them into the pots provided. However, when asking children questions, the childminder does not always give them time to think and respond. This results in children not always being able to build on their communication and language skills.
- Children benefit from exploration of their local environment. They develop their

literacy skills as they visit the local library to select books and bring them back to the childminder's house to read together. Children explore local parks where they climb and balance on large apparatus. They discover local shops and learn about the produce they sell, which allows children to learn more about their local area.

- Children form exceptionally close bonds with the childminder. They seek her out when upset and benefit from cuddles when they need emotional support or comfort. The childminder ensures that she gathers all essential information from parents about each child before they start. This helps her to understand more about every child in her care so that their emotional needs can be met.
- Children's behaviour is good. The childminder gently reminds children to use good manners and implements consistent daily routines so that children feel secure. She values children's contributions and offers praise and encouragement when they succeed at a task.
- The childminder ensures that any training she undertakes benefits the children. For example, she uses the knowledge she gained from an outdoor learning course to enhance her own outdoor provision. She meets with other childminders to share best practice and different ideas for challenging activities to help the children in her care to flourish.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe in her care. Her policies and procedures are regularly updated in line with any local safeguarding changes. She understands the signs and symptoms of abuse and neglect. The childminder knows what to do if a child is at risk and ensures that any concerns are reported swiftly and effectively. She has a good understanding of wider safeguarding concerns, such as county lines and female genital mutilation. She carries out robust risk assessments to minimise risk in her home, to further protect children from harm.

What does the setting need to do to improve?

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

- strengthen support for children to give them the time they need to respond to questions, to promote their thinking and language skills further
- offer additional encouragement and support in order to help children maintain focus and challenge their learning.

Setting details

Unique reference number	EY346663
Local authority	Leicestershire
Inspection number	10235071
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 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	4 November 2016

Information about this early years setting

The childminder registered in 2007 and lives in Kibworth, Leicestershire. She operates all year round from 8.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Stephanie North

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector around the premises and discussed how she ensures children's safety.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact this has on children's learning.
- Parents shared their views of the childminder 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.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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