

Childminder report

Inspection date: 30 March 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

Children enter a warm, homely environment and form close relationships with the childminder. The children are motivated to learn. As they arrive, they approach the activities on offer and start to play. They settle quickly and are familiar with the environment.

The childminder recognises the children's interest in dinosaurs. By using what the childminder already knows about this interest, she encourages the children to make dinner for the dinosaurs out of play dough. The children enthusiastically squash the play dough, poke it and roll it up. This promotes children's fine motor skills and coordination. Children practise their building skills as they make towers from toy bricks and attach the bricks together carefully. Children explore moon sand with their fingers and make habitats for dinosaurs during their imaginative play.

Children benefit from listening to stories and talk about what they have seen. The children recall the stories and name pictures in the book. The childminder reads slowly and clearly. This benefits the children's early literacy skills. The childminder builds on what the children already know, which means that the children make good progress in their development.

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

- During conversations, the childminder listens well to what the children are saying. She repeats phrases and models language to the children. This helps to develop children's vocabulary. However, sometimes, she will ask multiple questions in one sentence. As a result, children do not always have the opportunity to think and respond.
- Parents speak very highly of the childminder. They talk about how the childminder has supported their children's learning over time. They comment on how quickly the children have extended their vocabulary and will try new food they would not normally try at home.
- Children develop a good understanding of the importance of keeping healthy. The childminder ensures that children wash their hands before eating and after nappy changes. She promotes good oral health through activities to encourage toothbrushing and by providing a healthy, nutritious menu.
- The childminder has high expectations for children's behaviour. She responds positively to the children in her care and takes appropriate action to support children who are beginning to manage their own feelings.
- The childminder supports children's emotional well-being. She is warm and gentle in her nature. Children are welcomed when they first attend and feel valued. They quickly settle into a warm, engaging environment and a familiar routine.

- The childminder ensures that she updates her knowledge on safeguarding, food hygiene and first aid in a timely manner. The children benefit from the additional knowledge the childminder gains from her proactive approach to continuous professional development. For example, she uses this knowledge to further support the children's health.
- The childminder gathers information about children's development when they first start. She shares information about children's development with their parents and encourages them to support their learning at home. She uses the information she gains about each child to plan the activities offered. This benefits the children as the childminder is able to provide sharply focused activities based on what she knows about the children.
- The childminder ensures that children have a wide range of experiences. For example, children visit messy play, stay-and-play sessions at the local community centre and also go to the museum. This contributes to children developing the skills they need for the next stage of their education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that she keeps children safe in her care. She ensures that her home is secure and minimises risks and hazards. The childminder is able to recognise the possible signs and symptoms of abuse and knows the procedure for reporting any concerns regarding a child's safety or welfare. The childminder has a good understanding of how to recognise when families are at risk from radicalisation. She regularly attends courses and seminars to keep up to date with the latest information.

What does the setting need to do to improve?

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

- provide children with enough time to think about and respond to questions before asking more.

Setting details

Unique reference number	EY356439
Local authority	Leicester
Inspection number	10073930
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	4
Date of previous inspection	23 February 2016

Information about this early years setting

The childminder registered in 2007 and lives in Braunstone, Leicester. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

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 and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- Children communicated with the inspector during the inspection.
- 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 children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has 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.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.

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