

Childminder report

Inspection date: 11 March 2020

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 are happy, safe and secure in this stimulating and welcoming provision. The atmosphere buzzes with children's excitement as they sing and dance. Children try and catch the bubbles as they jump up and down. They play with enthusiasm and demonstrate confidence as they explore the resources and toys on offer to them. Children are well behaved. They have a positive attitude towards their learning. They are well motivated and eager to learn.

The childminder has high expectations for children's development. She provides a range of opportunities for children to enjoy and develop their skills and learning. This is evident when children take part in making bread. They mix the ingredients together well and have opportunities to knead, poke and squeeze the dough. This helps the children to strengthen their fingers and hands in readiness for when they start writing. Additionally, children chat about their experiences of baking at home and show they are enjoying the activity with their friends.

Relationships between the childminder, assistants and children are secure and positive. Young children and babies go for cuddles of reassurance. Older children invite the adults to join in their play and hold purposeful conversations with them. This helps to create a strong foundation for children's resilience and self-esteem.

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

- The childminder organises her curriculum well. She has an emphasis on outdoor learning and following children's interests. She also plans adult-led activities to help promote children's learning. For example, children paint a treasure map. They thoroughly enjoy this and express themselves clearly and confidently. The childminder challenges children to think, asking questions about what they are painting. Children talk about the homes they are painting and where the treasure is hidden.
- The childminder has established strong working relationships with parents. She speaks to parents when children first start to identify what children know and can do, and their current experiences. She uses this information to help her provide for children's future learning effectively. The childminder broadens children's experiences and knowledge. For example, she takes them to toddler groups to help them to socialise and provides activities on the farm to help them learn about animals.
- Children enjoy a busy and exciting routine. They have many opportunities to engage in a range of stimulating play experiences. However, occasionally, transition times during the day are not organised as effectively as they could be. Children are sometimes left waiting too long, for example, to start their activities or eat their food, and they become unsettled.

- Overall, children's personal development is supported well. The childminder provides children with good opportunities to be physically active and eat healthy home-made meals. However, even though children follow hygiene procedures for washing hands before meals, the assistants do not always follow these practices. For example, they provide one bowl for children to wash their hands in after a painting activity.
- Children are highly responsive to the clear boundaries and routines in place. This helps to support positive behaviour. For instance, the assistant gently reminds children that they must not stand on chairs in case they fall. In response, children quickly sit properly to eat their lunch. Children play cooperatively together from an early age. This is evident as young children share the construction bricks and build towers together.
- The childminder recognises the importance of reflecting on her practice. She has made changes to the outside area since her last inspection and introduced new opportunities for the children to take part in. For example, children are able to climb ropes and grow vegetables on the allotment. In addition, the childminder completes forest school activities with the children. These allow children to explore and experience wildlife, experience the changes in weather and listen to sounds in the environment.
- The childminder considers and prioritises her assistants' well-being and development during supervision meetings. She sources a range of training that inspires her assistants to enhance their knowledge, skills and practice. For example, her assistants have attended training recently on providing mathematics to early years children. This has helped them to change how they present mathematical activities for the children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of her responsibilities in child protection and keeping children safe from harm. She understands who to contact if she has a concern about the welfare of a child in her care. She and her assistants have attended training courses to update their knowledge of the wider issues relating to safeguarding children. The childminder knows what to do if there is an allegation made against herself, an assistant or a member of her household. She carries out rigorous checks to ensure her assistants are suitable to work with children. She ensures her provision is safe and secure.

What does the setting need to do to improve?

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

- review daily routines to reduce the amount of time that children have to wait without being occupied

- strengthen hygiene practices so that all children follow more robust handwashing procedures, to help further promote their health.

Setting details

Unique reference number	EY359661
Local authority	Leicestershire
Inspection number	10073979
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 8
Total number of places	18
Number of children on roll	21
Date of previous inspection	10 February 2016

Information about this early years setting

The childminder registered in 2007 and works with two assistants daily, one of whom is a newly registered childminder. She lives in the Melton Mowbray district of Leicestershire. The childminder operates all year round from 8am to 6pm, Monday to Friday, except for the week at Christmas, bank holidays and family holidays. The childminder holds a BA (Honours) degree in Early Years Education and her assistants both hold an appropriate early years qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jan Hughes

Inspection activities

- The inspector and childminder completed a learning walk around the provision. They discussed how the early years provision is organised and how the curriculum supports children's learning.
- The inspector spoke with the assistants and children at appropriate times during the inspection. She had a meeting with the childminder at the end of the inspection.
- The inspector took account of parents' views by reviewing their written statements, and the childminder's comments.
- The inspector carried out a joint evaluation of an activity with the childminder. She observed the quality of education during activities, to assess the impact this has on children's learning.
- The inspector viewed a range of essential documentation, such as suitability checks for the assistants and household members and first-aid certificates. She reviewed the attendance register and discussed the childminder's and assistants' qualifications and training needs.

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 2020