

Childminder report

Inspection date:

15 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

Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy. They make strong attachments with the childminder, and snuggle close as they look at a book about a panda. Toddlers listen to the childminder, who describes the textures in the book. They feel the textures and smile when they see the panda appear at the end of the book. Children enjoy playing outside. Toddlers cruise around the furniture and the childminder encourages them to take steps. They use their hands with good control to pick up balls and place them in and out of baskets, giggling as they do this. Toddlers safely climb up a small slide and move inside an activity cube. The childminder praises them for their efforts, which encourages them to do it again.

Children have a positive attitude to their learning and are eager to play. Toddlers take great delight in banging pots and pans. They hold wooden spoons and make loud noises. They scream as they make the sounds. The childminder joins in with this play and bangs quietly and loudly so the toddlers can hear different sounds. This is helping their listening skills. The childminder develops these skills further by singing popular nursery rhymes for the toddlers to listen to. As the childminder sings, they try to make the sounds themselves.

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

- The childminder implements a curriculum that takes into account children's interests. She helps to develop their future learning. For example, she promotes children's language skills well. She makes eye contact and facial expressions as she talks to toddlers. She gives them plenty of narrative so they can begin to understand words. She introduces new words to help increase children's vocabulary, such as 'munch' and 'crunch', as toddlers eat carrots and cucumber for their snack.
- The childminder provides activities to enhance the toddlers' learning. For instance, she provides a selection of different sized baskets full of objects for them to explore and investigate. However, at times, the childminder overly directs the toddlers' learning. She often gives them objects to investigate or takes them to where they can play. Therefore, toddlers are not making their own choices. As a result, they are not fully developing their exploratory skills and finding things out for themselves.
- The childminder meets with parents before children join the setting, to help her find out about their child's stage of development. This helps children to settle in when they first start, as the childminder knows what they can and cannot do. The childminder sends home photos and comments to inform parents about what their children are doing and learning. This means parents know what they can help their child with at home. Parents are happy with the service the childminder provides. They say, 'She provides appropriate toys and activities to

help their learning.'

- The childminder talks to parents about the experiences children have at home and widens these experiences, to help develop children's knowledge. For example, she invites the local police into her home so that children can meet people who help us in our community. From this, children have the opportunity to sit in a police car and listen to the sound of the siren.
- The childminder practises good hygiene procedures. She encourages children to develop their self-care skills. This is evident as toddlers try and wipe their hands before snack. They feed themselves, choosing from a variety of healthy foods, such as blueberries, mushrooms, multigrain shapes, puffed rice and cheese. They use a two-handled cup and drink water from it.
- The childminder promotes positive behaviour. She speaks to children in a calming manner. She praises children often for their efforts, which helps to build up their self-esteem. Children willingly join in with the activities the childminder provides and they enjoy her company. They show they are content in their surroundings.
- The childminder regularly evaluates the quality of her provision. She takes part in online training to gain extra knowledge and ideas. The childminder puts what she learns into her practice. For example, after completing training on developing children's communication and language skills, she now uses visual aids to help children to understand what she is saying or going to do.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures her safeguarding knowledge is up to date, and she knows the signs that may indicate a child is at risk of harm. She understands how to identify and report concerns about a child's welfare, including extreme behaviours and female genital mutilation. The childminder knows what to do if she has an allegation made against herself. Her home is safe and secure. Children's safety is a priority to the childminder. For example, she carries out daily risk assessments to identify and remove any hazards from the premises, to ensure it is safe for the children to use.

What does the setting need to do to improve?

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

- provide toddlers with sufficient opportunities to make their own choices about the toys they play with and where to go, to help develop their exploratory skills further.

Setting details

Unique reference number	EY361042
Local authority	Leicestershire
Inspection number	10138581
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 9
Total number of places	6
Number of children on roll	4
Date of previous inspection	17 November 2015

Information about this early years setting

The childminder registered in 2007 and lives in Stoney Stanton, Leicestershire. She holds an early years qualification at level 3. The childminder operates all year round, from 9am to 5pm, Monday to Friday, except for bank holidays, Christmas and family holidays.

Information about this inspection

Inspector

Jan Hughes

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 inspector completed a learning walk with the childminder and discussed how she organises and implements her curriculum.
- The childminder took part in a joint observation with the inspector. The inspector considered the quality of education during activities and the impact this had on children's learning.
- The inspector spoke to the children during the inspection. She observed interactions and the conversations between the childminder and the children and considered the impact these have on children's learning.
- The parents wrote testimonials for the inspector so she could take into account their views.
- The inspector had a discussion with the childminder about her training and how she evaluates her practice.
- The childminder showed the inspector her relevant documentation and evidence her suitability and that of the childminder and household members.

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