

Childminder report

Inspection date: 11 July 2023

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 relaxed and happy as they play together. The childminder is gentle, and she talks kindly to children. Children show that they have developed secure attachments, as they readily approach her for cuddles and reassurance. Children are developing their imaginations as they roll and mould play dough. Older children say they are making 'chips' as they cut the play dough with scissors, developing their small-muscle skills. The childminder helps children of different ages to practise a range of different skills. She helps younger children as she demonstrates how to use scissors and says, 'Well done', when they successfully cut into their ball of play dough. The childminder helps them to develop new ideas and extend their imaginary play as she asks them, 'Are you going to make some fish to go with your chips?'

Outside, children explore water play as they scoop and pour in the play kitchen, and the childminder shows younger children how to transfer water from one pot to another. Older children water the tomato plants they have been growing as the childminder shows them a tiny tomato starting to form, helping them to develop an understanding of the natural world.

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

- The childminder is ambitious for all children. She wants them to gain confidence and develop their independence and social skills. The childminder has a wide range of resources available for children to explore, both indoors and outdoors.
- Children are making good progress. The childminder observes children to assess what they know and can do. She carries out the progress check at age two and identifies children's next steps in learning. The childminder uses this information to plan activities to support children's learning. She shares photos with parents of their children practising the new skills they have acquired.
- The childminder engages children in lots of conversation and supports them to develop their communication skills. She asks questions and gives children time to think and respond. The childminder helps children to extend their vocabulary by introducing new words and modelling the correct pronunciation.
- Children concentrate well as they play and learn. Young children make fish patterns in play dough with a pastry cutter. The childminder helps them to understand mathematical ideas as she says, 'This is a big one' and 'Shall we make it smaller?'
- Children develop a love of books and practise their listening skills as the childminder reads them stories. As she reads a story about sausages sizzling in a pan, children laugh as she says they go 'pop' and 'bang'. The childminder supports older children to develop their counting skills, as she encourages them to count the sausages up to 10. Older children share a book about a caterpillar

with younger children and talk about what they can see as they turn the pages.

- The childminder supports children to develop their self-care and independence skills. She encourages them to ask for help and builds their confidence by enabling them to carry out tasks for themselves. For example, when young children ask for help to button up their jumpers, she leaves the last button for them to do up themselves.
- The childminder supports children to develop social skills. She teaches them good manners and how to be polite to one another. Children say 'thank you', and the childminder responds to them by saying 'you're welcome'. The childminder provides children with a wide range of experiences to extend their confidence. She takes children to singing groups and to meet up with other childminders and their children.
- Parents say they feel confident about the care provided for their children. They comment that the childminder supports their children to learn and develop. The childminder shares information with parents about what children have been doing and what they have been learning. However, she does not consistently share ideas about what parents can do at home to support their children's next steps in learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands how to recognise possible signs of abuse and neglect and knows what to do if she is concerned about a child's well-being. She is aware of the importance of internet safety and talks to older children about how to keep themselves safe online. The childminder keeps her safeguarding knowledge up to date by reading safeguarding briefings about how to keep children safe. She regularly completes relevant online training. For example, the childminder is aware of the 'Prevent' duty guidance and what to do if she is concerned that a child is being radicalised.

What does the setting need to do to improve?

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

- share ideas with parents about how they can support their child's next steps in learning at home.

Setting details

Unique reference number	EY363708
Local authority	Leicestershire
Inspection number	10280127
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	9 to 1
Total number of places	6
Number of children on roll	6
Date of previous inspection	21 September 2017

Information about this early years setting

The childminder registered in 2008 and lives in Burbage, near Hinckley, Leicestershire. She operates all year round, except for bank holidays and family holidays. Sessions are from 7.30am to 6.30pm, Monday to Friday. The childminder holds a relevant qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Ann Carter

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 childminder.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The inspector and the childminder carried out a learning walk together.
- The inspector looked at relevant documentation.
- The inspector spoke to a number of parents during the inspection and took account of their views.

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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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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