

Childminder report

Inspection date: 28 July 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 settled and engaged in the childminder's home. They are confident and curious learners. They have a secure and supportive relationship with the childminder. This gives them the confidence to learn new skills. Children use their small-muscle skills to construct a marble run. They carefully piece the parts together and push the marbles down the run they have made. The childminder helps the children to build the structure. The children are encouraged to succeed through trial and error. All ages participate in this activity, and one child excitedly exclaims that this is the 'best marble run ever'!

The children use their imagination to create small worlds using cars and figures. They confidently talk about the types of cars, describing the colours and shapes. They place the figures in the dolls house provided and use their voices to bring the characters to life. The childminder uses what she knows about the children's interests to provide stimulating resources and activities. Children explore the secure and inviting area outside. They make 'cups of tea' in the role-play kitchen. They mix the water together and make 'soup'. They scoop and fill up tea pots with water from the tray. Children sing to themselves as they concentrate.

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

- The childminder ensures that children develop their physical skills. The children benefit by enjoying regular walks to the local park. They use their core strength and large-muscle skills to navigate the large-scale equipment. At the childminder's house, they practise their kicking and catching skills with a variety of balls. This further helps children to build coordination.
- Overall, the childminder provides activities that broaden children's knowledge. However, she does not always focus sharply enough on extending mathematical knowledge. For example, when children independently estimate how many pieces of banana they have on their plate, the childminder does not encourage them to count and check that their estimations are correct. This results in more able children not making as much progress as possible in this area of learning.
- The childminder networks with other childminders. This supports her to reflect on her practice. She knows what she would like to improve in the service she provides. However, she recognises that she could further her knowledge on how to provide an ambitious curriculum and improve teaching and learning techniques if she attended further training on this.
- The parents of the children are very happy with the care and education the childminder offers. They feel that the childminder is part of the family. The parents talk about the experiences their children have while at the childminder's home and the progress they have made since they started. The parents share how much the children enjoy visiting the childminder. The children describe it as

the 'best day of the week'.

- Children's healthy lifestyles are supported at the childminder's house. They are provided with healthy snacks during their time here. The childminder ensures that she provides fresh drinking water throughout the day. The childminder is a good role model. She shows the children how she regularly washes her hands before and after preparing food and after coming inside. She encourages the children to do the same. This contributes to children's understanding of keeping themselves healthy and safe.
- The childminder helps to develop children's independence skills. The children create pitta bread pizzas for their lunch. They use plastic knives to chop up ham and pepper. With the childminder's assistance, they carefully grate cheese, sprinkling it onto their pizzas. Children independently put on their shoes before going out to play and take off their wet clothes after they have played in the water.
- The childminder has high aspirations for the children's behaviour. She gently reminds the children to be kind to their friends. The children are encouraged to say 'please' and 'thank you' during their time at the childminder's house. When children are upset, the childminder ensures they receive gentle reassurance. Children climb onto the childminder's lap and they talk about their feelings. This helps the children build strong relationships and regulate their emotions.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good level of knowledge around safeguarding. She can recognise the signs and symptoms of abuse and understands the correct reporting procedures to take if she has concerns about a child's welfare. The childminder understands aspects of safeguarding, such as female genital mutilation and understanding 'Prevent' duty. The childminder has a suitable first-aid qualification and responds swiftly to any accidents that may occur. She keeps her environment safe and secure and conducts risk assessments to ensure children are protected from any potential hazards.

What does the setting need to do to improve?

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

- implement a strong educational programme for mathematics that encourages children to use mathematical language during play
- build on training opportunities to help raise the quality of the service further.

Setting details

Unique reference number	EY364521
Local authority	Leicester
Inspection number	10231767
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 4
Total number of places	14
Number of children on roll	14
Date of previous inspection	8 September 2016

Information about this early years setting

The childminder registered in 2008 and she lives in Leicester. The childminder operates her provision Monday to Friday from 7am until 6pm, all year round, 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 provider and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed 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 that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had 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.

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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