

Childminder report

Inspection date: 3 August 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time at the childminder's setting. They are kind to each other and are developing social skills. Children readily invite others to join their play, fetch each other's drinks bottles and offer to share their food at lunchtime. Children are becoming effective problem-solvers. For example, toddlers use wooden blocks to build a tower on the grass. They laugh as it gets too high and falls over. The childminder suggests that this is because the grass is not flat. Toddlers think about this and rebuild their tower on the patio so it does not fall over again. Children demonstrate positive attitudes towards their learning. They concentrate at their chosen activity for long periods.

Children develop their physical skills. All children embrace outdoor play. They push themselves along on bikes, carefully navigating the garden furniture. Other children are supervised as they climb a small climbing frame. Children decide that they want to create a car wash. They fill soap dispensers with water. Children squirt water onto a sponge and stretch and bend to wash the toy cars. They cooperate as they wash the wheels and sides of the car. This supports their growing muscle strength and developing coordination skills.

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

- The childminder has taken a positive approach and made improvements since the last inspection. She adheres to ratios and has reviewed processes to ensure all required daily records are maintained. She has undertaken relevant training to gain a full understanding of safeguarding practice, to ensure children are safe and secure.
- The childminder supports children's speaking and listening skills. Children readily engage in conversations during routines and activities. The childminder and her assistant listen carefully to children, encouraging them to repeat themselves if something is not clear. Children learn new words such as 'frothy', which they repeat during their play. This helps children to develop their vocabulary.
- The childminder supports children's growing independence skills. Children are encouraged to recognise when they need the toilet. They peel their own fruit at mealtimes and they tidy away their rubbish. Children learning to use the potty are supported by the childminder to do it themselves. This helps children to be ready for the next stage in their education.
- The childminder provides activities that support children's learning and development. However, occasionally, the childminder and her assistant do not use daily routines to build on what children already know and can do. For example, toddlers are put in high chairs to eat lunch, when instead they are keen to sit at the table with other children. The childminder cleans some toddlers' faces and hands for them, when they are capable of doing this

themselves.

- The childminder supports children's early mathematical development. She helps children identify colour and size during their play. The assistant notices that some children do not know how to paint a square. She shows them what to do. Children are eager to copy the newly learned shape.
- The childminder supports children to lead a healthy lifestyle. Children eat healthy meals and have access to fresh drinking water. They are reminded to wash their hands before meals and after messy play. Children know that washing their hands will clean away germs.
- Overall, children behave well. They receive gentle reminders from the childminder to use their manners and take turns. However, they are not always supported to understand expectations of behaviour, or the impact their behaviour may have on others. For example, the assistant does not support children to understand why they should not push others. Furthermore, the childminder discourages children from climbing on toys but does not explain why.
- The childminder is reflective and values her continuing professional development. She has positive links with local childminders. These enable her to share good practice and gain new ideas to support children's learning further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand their role in keeping children safe. Both have a secure knowledge of the possible signs that may indicate a child is at risk of harm. This includes signs that may indicate those who are at potential risk from radical views. They know what procedures to follow should they have concerns. The childminder is aware of her responsibility for reporting any allegations made against her or any other member of the household. The childminder and her assistant are up to date with their safeguarding training and paediatric first aid.

What does the setting need to do to improve?

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

- make better use of daily routines in order to build on what children already know and can do, to extend their learning even further
- provide consistent explanations and support to help children manage their behaviours and understand the impact their behaviour has on others.

Setting details

Unique reference number	EY368246
Local authority	Leicestershire
Inspection number	10237510
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 6
Total number of places	6
Number of children on roll	14
Date of previous inspection	22 March 2022

Information about this early years setting

The childminder is based in Lutterworth, Leicestershire. She registered in 2008. Opening hours are from 8am till 5pm, Monday to Friday. The childminder works with an assistant. She provides funded childcare for three- and four-year-old children.

Information about this inspection

Inspector
Susan Hyatt

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to 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 inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation with the childminder of a personal care activity.
- Parents shared their views on the setting with the inspector.
- The childminder provided the inspector with a sample of key documents 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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