

Childminder report

Inspection date:

22 September 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

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 settled at the childminder's setting. They arrive feeling confident and excited for the day ahead. Children immerse themselves in exciting and stimulating learning experiences. For example, they concentrate well and spend extended lengths of time exploring in the well-resourced garden. Children confidently ask for what they want to play with. For example, they remember playing with a solar-powered sprinkler. Children tell the childminder that it only works in the shade. She subtly explains that it actually only works in the sun.

Children's uniqueness is celebrated. They talk about things that are of great importance to them. For example, they take pride in telling the childminder about their swimming achievements. Children confidently show their superb physical skills as they build with crates and wooden planks and safely balance on them. Toddlers show great resilience when they gently topple off, get up and carry on. Children thrive on the plentiful praise and encouragement they receive from the childminder for their efforts.

Children's behaviour and manners are impeccable, and the childminder is a superb role model. Children are exceptionally polite and always say 'please' and 'thank you' when they ask for something. For example, children ask visitors, 'Please can I show you something?' The childminder gives children very clear and consistent boundaries to help them understand her expectations.

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

- The childminder is committed to continuing her professional development. She selects and completes training that helps her to improve outcomes for children. For example, she attended an adversity and trauma course after the COVID-19 pandemic to enable her to support children.
- The childminder introduces new vocabulary to children, such as 'woodlouse' and 'spiral'. She enthusiastically discusses her thoughts and ideas as she plays alongside them. The childminder asks children lots of questions to promote their thinking skills. However, she occasionally asks lots of questions in quick succession, which leaves children too overwhelmed to reply.
- Overall, the childminder's interactions with children are of a high quality. She skilfully adapts her teaching skills according to their development needs. The childminder responds to children with genuine interest. She shows them how to do things to broaden their knowledge, such as when she adds skittles to a game of rolling the apples down a drainpipe. Additionally, the childminder is skilled at knowing when to stand back and allow children time to extend their own play, ideas and imagination.
- The childminder has a clear ethos regarding teaching and learning, and she

creates a calm and relaxed environment. Children take part in planned activities, such as baking, where they develop their understanding of weight and measure. The emphasis for such activities is successfully placed on the process rather than the end product. The childminder follows and builds on children's interests and supports their individual next steps effectively. This means that they make good progress over time.

- The childminder teaches children about their own good health and to follow good hygiene routines. They wash their hands frequently, such as before eating and after handling dirty tissues. As children wash their hands, they sing a handwashing song, which ensures that they take their time and wash them thoroughly.
- Children are super keen to help each other and display kind behaviour. For example, older children offer a hand to younger toddlers to help steady them as they walk across the balance beam. Children tell their friends, 'You shared your dinosaur with me, that's very kind.'
- Children become increasingly independent as they carry out self-care tasks, such as dressing and managing their own personal care needs. The childminder promotes this extremely well, adapting her expectations and the tasks children manage according to their individual ages and abilities. For example, young toddlers learn how to put on and take off their wellington boots. These increasing responsibilities support children to build on their previous skills and help to ensure that they are well prepared for their eventual move to school.
- The childminder knows the benefits of taking children out and about into the local community. She regularly visits the local park and surrounding meadows. Children have superb opportunities to run around in the open spaces and be at one with nature. This contributes to the excellent physical skills children develop.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being are given high priority. The childminder understands what action to take should she be concerned about a child's welfare. She is vigilant and proactive and knows the possible signs of abuse to look out for. The childminder attends regular safeguarding training. This ensures that her knowledge of how to keep children safe remains current. The childminder is vigilant in her supervision of the children, which helps to keep them safe. Records such as the attendance register help to identify any patterns or prolonged absences that may suggest a child is at risk. There are strict procedures in place to ensure that only approved persons can collect children.

What does the setting need to do to improve?

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

- develop skills further in order to give children more time to listen, think through their responses and answer questions with greater success.

Setting details

Unique reference number	EY368435
Local authority	Leicestershire
Inspection number	10138438
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	30 May 2014

Information about this early years setting

The childminder registered in 2008 and lives in Lutterworth, Leicestershire. She operates during term time from 8am until 4pm, Monday to Thursday. The childminder provides funded early education for two-, three- and four-year-old children. She has a childcare qualification at level 3.

Information about this inspection

Inspector
Sharon Alleary

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 viewed the areas of the childminder's home which are available to children.
- The inspector held discussions with the childminder and the children throughout the inspection.
- The childminder and the inspector carried out a joint analysis of an activity.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to a parent during the inspection and took account of written references.
- Relevant documentation was available for inspection, including policies and procedures and evidence of suitability checks and qualifications.

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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