

Childminder report

Inspection date: 12 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	Met
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What is it like to attend this early years setting?

The provision is good

Children are happy in this childminder's home. They enjoy playing outside. Children negotiate the steep steps down to the garden, holding on to the handrail for safety. They learn to blow bubbles and watch with excitement as they float up to the sky. Children have strong relationships with the childminder. They snuggle close to her, enjoying a story about a Scottish dog. They listen carefully and repeat rhyming words. At the end of the story, children recall what they have heard. This helps to develop their memory and early literacy skills.

Children have a positive attitude to their learning and eagerly take part in the activities the childminder provides. They stay for long periods exploring what is on offer. This is evident as they enjoy making potions. They use their fingers and thumbs as they use pipettes to suck up the water and giggle as it spurts out. This helps to strengthen their fingers and develop their small-muscle skills well. Children use scissors with care to cut up leaves to add to their potion. They comment that 'the potion has gone light green'. The childminder further extends children's learning as she encourages them to use hole punchers and cut out different shapes. The children count and show their understanding of shapes, saying, 'I've got a heart and a diamond shape.'

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

- The childminder has a clear idea of what skills and knowledge she wants children to learn. She uses the activities she plans to help extend children's future learning. For example, children become engrossed in a play dough activity. They learn to use small tools to manipulate the dough, such as rolling pins and cutters. This supports children to develop control and use their hand-eye coordination, to help them develop skills for when they are ready to hold pencils to draw.
- The childminder supports children's communication and language skills, overall. She holds conversations and asks older children questions. That said, she does not always introduce new words to help further expand children's vocabulary. For example, as children use different implements such as syringes and ladles to transport water, she does not help children to learn what they are called.
- Parents are complimentary about the childminder and the service she provides. The childminder implements effective two-way exchanges of information. She sends home messages and photographs of children's activities. She talks to parents at drop-off and collection times. As a result, parents know what their children are learning and can support them at home if they wish.
- The childminder uses the information she gathers from parents to provide different experiences for children. For example, she takes children to local parks and woodlands so they can extend their physical development and learn to take

safe risks as they climb and balance on large play equipment, trees and logs. She also helps children to socialise in preparation for school as she takes them to local playgroups, where they interact with other children.

- The childminder encourages children to develop some of their self-care skills. For example, they wash their own hands and open their own lunch boxes. However, children are not consistently encouraged to complete tasks for themselves, for instance undoing their buckles and working out how to use a syringe to pick up water. On occasion, the childminder steps in too quickly and helps children rather than allowing them to have a go first.
- The childminder is a good role model. She uses effective strategies to help children develop good behaviour. She talks to children about what they are doing, and offers clear explanations for unwanted behaviour. The childminder encourages children to share, take turns and be kind to each other. She expects children to be polite and use their manners. This is clear as children say 'please' and 'thank you' to one another.
- The childminder reflects on her practice and attends training to widen her knowledge and skills. She is currently studying for a degree in early years. Since her last inspection the childminder has made changes to the way she plans for children's learning. She now follows children's interests and spends time following their lead during play activities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding issues. She demonstrates knowledge of the signs and symptoms of abuse and knows what to do if she is concerned about a child. She understands how to respond in the event of an allegation against an adult living or working on the premises. The childminder completes regular training to keep her knowledge of safeguarding up to date. This includes training on the 'Prevent duty' and female genital mutilation. The childminder supervises children well and provides a safe and secure environment for them to play in. She identifies and removes any potential hazards daily.

What does the setting need to do to improve?

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

- strengthen support for children to build on the range of words they know and help them to express what they are doing
- strengthen daily routines to further promote children's independence.

Setting details

Unique reference number	EY380912
Local authority	Leicestershire
Inspection number	10132509
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	4 to 4
Total number of places	6
Number of children on roll	1
Date of previous inspection	29 October 2015

Information about this early years setting

The childminder registered in 2019 and lives in Earl Shilton, Leicestershire. She holds an early years qualification at level 3. The childminder operates all year round from 7.30am until 4.30pm, Monday to Friday, except for bank holidays, the week at 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 of the childminder's setting 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 children spoke with the inspector and invited her into their play at appropriate times throughout the inspection. The inspector observed interactions and conversations between the childminder and the children and considered the impact these have on children's learning.
- Parents wrote testimonials about the childminder's service 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 of her suitability.

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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