

Childminder report

Inspection date: 13 October 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 enjoy attending this friendly and welcoming childminder's home. They access a wide range of activities based around their interests. Children develop their early writing skills as they use mark-making equipment. They create circular marks on paper with crayons and pencils. They show pride in their achievement as they point and name the family members they have 'drawn'.

Children explore the strings on a guitar. They gently strum their fingers across the strings and show delight as they smile when the guitar makes a noise. Children further explore different sounds as they walk across noise-making playmats and press buttons on musical toys. They develop their coordination as they roll and throw balls and use ride-on toys in the secure garden.

Younger children begin to practise their walking skills. They pull themselves to standing and begin to walk using push-along toys. Children start to play imaginatively. They place baby dolls in highchairs and use their small-muscle skills to gently scoop up pretend food to feed them. Children further explore imaginary play as they push trains and cars up and down a track. They enjoy exploring the doll's house and discover small figures which they place in the different rooms.

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

- The childminder ensures that the educational programme she provides is relevant to the children she cares for. Children's learning is sequenced well, which supports them to make good progress in their development.
- Parents are complimentary about the care the childminder provides for their children, saying they are 'well cared for'. They praise the childminder's good communication skills and her ability to share what their children are learning. They comment that children are 'more than happy' to attend.
- The childminder provides a wide range of books that are interesting and relevant to the children in her care. She helps children to learn that print carries meaning. As the childminder reads to children, she points to different pictures and identifies different animals. However, she does not always model the correct pronunciation of words. For example, as the childminder points to pictures, she uses words such as 'baby doggies' and 'piggies'. This means that children do not always hear and learn the correct word or accurate pronunciation.
- Younger children begin to learn the names of their different body parts. They press the ears and eyes of an electronic bear and listen as the bear names the body parts they press. The childminder supports children's learning as she asks them further questions such as, 'Where are your eyes?' However, occasionally, the childminder asks multiple questions in quick succession. This means that children sometimes struggle to process these questions, and therefore are

unable to respond.

- The childminder ensures that children learn how to keep themselves healthy. Children begin to understand the importance of oral health, as they are encouraged to brush their teeth after meals. The childminder ensures that children follow good hygiene practices. For example, children wash their hands before handling food.
- The childminder places great importance on supporting the emotional needs of the children. She offers comfort and support for those who become upset or unsure. Because of this, the children settle quickly and behave well. They learn to be respectful to visitors and respond well to gentle reminders to say 'please' and 'thank you'.
- The childminder is passionate about her role. She attends training to further develop her skills to support the children's and their family's well-being. The childminder regularly reviews and reflects on her childminding service and shares good practice ideas with other childminders.
- Children visit local parks, where they develop their large-muscle skills and coordination as they climb and balance on the equipment. Children learn about the natural world during visits to nature reserves and woodland areas. They enjoy feeding the ducks and searching for squirrels. Children collect leaves as they safely explore the environment around them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that she keeps children safe. She can identify signs and symptoms of abuse and is secure in her knowledge of reporting concerns. The childminder ensures that her home is safe, and she effectively minimises any potential risks or hazards. The childminder responds swiftly to any incidents or accidents that occur. She has a good understanding of how to keep children safe from radical views and female genital mutilation. The childminder ensures that she keeps her knowledge relevant and up to date, as she attends regular safeguarding training.

What does the setting need to do to improve?

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

- strengthen the modelling of words, so that young children can hear the grammatically correct pronunciation to help develop their speaking skills further
- provide children with enough time to think about and respond to questions.

Setting details

Unique reference number	EY387143
Local authority	Leicestershire
Inspection number	10235274
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 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	31 October 2016

Information about this early years setting

The childminder registered in 2008 and lives in Groby, Leicestershire. She operates all year round from 9am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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 childminder 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 spoke to the inspector about their intentions for children's learning.
- 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 childminder and inspector discussed how the curriculum is implemented and the impact that is having on children's learning.
- Parents shared their views of the childminder 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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