

Childminder report

Inspection date: 14 November 2023

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

The childminder and her assistant create a welcoming, safe and homely environment for children to play, explore and learn in. They are both clear and consistent in the messages they give to children. Consequently, children settle quickly into their chosen play and are very familiar with routines and what is expected of them. Children play harmoniously together. They are happy and settled.

The childminder has a good understanding of how she wants to deliver her curriculum to support children's learning and development. She makes sure she and her assistant build on children's skills by providing activities and experiences that she knows the children enjoy and are interested in. For example, the childminder and her assistant know how to support children's small-muscle skills. They provide children with play dough and tools to explore and experiment with. Children quickly become absorbed in their play. They manipulate the dough in their hands and use tools safely to create patterns in the dough. The childminder and her assistant are good models for the children. They engage and interact with the children well. They encourage children to roll, pat and squeeze the dough into different shapes and designs.

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

- The childminder and her assistant have a strong focus on encouraging children to have a love of books as one way to support their language development. Children enthusiastically participate during a story about a caterpillar who is hungry. They count how many pieces of fruit the caterpillar eats and say what colours the fruits are. Additionally, older children spontaneously select books of their choice. They tell one another about the story as they turn the pages together.
- The childminder and her assistant help to increase the range of children's vocabulary and their clear pronunciation of words. They repeat words clearly and encourage children to describe what they are making. For example, children say 'wiggly' as they use tools to make patterns in their play dough.
- The childminder supports her assistant well. She makes sure that she provides time for them to reflect together on the practice they deliver for the children. Together they identify any training for the assistant to attend to help to support her professional development.
- The childminder provides activities and experiences to help children to build on their skills further. However, sometimes she does not always give careful consideration to ensure that these activities and experiences are tailored to individual children. This means that sometimes children do not learn as much as they could.

- On occasions, the childminder and her assistant do not make the most of what they intend children to learn. They plan a story telling activity to help children to recognise and name colours. However, during the activity they do not help children to do this as well as they could. Consequently, some children miss out on developing their knowledge of colours further.
- Parents' written comments are very positive. They praise the childminder and her assistant for the care and education they provide for their children. Parents comment how well they have enjoyed using the 'Chatty bag' as one way to help them to continue to support their child's language development at home.
- The childminder and her assistant encourage children to be independent. Children confidently follow routines, such as washing their hands after using the toilet and before they eat. Children confidently select toys of their choice and help to tidy away the toys before lunch without being prompted.
- The childminder and her assistant consistently promote positive behaviour in the setting. Children are praised for their achievements and good behaviour. Both adults use phrases, such as 'well done', and 'that's clever'. Children take pride in their achievements and proudly show off their play dough creations to the childminder and assistant.
- The childminder and her assistant help children to build secure attachments with them. Younger children happily sit on the childminder's knee as they share looking at a book together. Older children involve the assistant in their imaginative play with artificial fruit.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have secure knowledge and understanding of their role and responsibility to protect children from harm. They recognise possible signs that children's welfare could be at risk, including the signs that they may be being radicalised. The childminder and her assistant have completed child protection training to keep their knowledge and understanding up to date. Thorough risk assessments of the environment are completed daily by the childminder and her assistant prior to children attending the home. They both make sure that the home environment is safe and secure for children to play and explore safely.

What does the setting need to do to improve?

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

- refine the planning of activities so that they are more precisely tailored to support individual children's learning
- improve the implementation of the identified learning intentions for children, so that they learn as much as they can.

Setting details

Unique reference number	EY387757
Local authority	Leicestershire
Inspection number	10300923
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 10
Total number of places	18
Number of children on roll	26
Date of previous inspection	3 January 2018

Information about this early years setting

The childminder registered in 2009 and lives in Leicester Forest East, Leicestershire. She operates from 7.30am until 5.30pm Monday to Friday, all year round, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 6. She receives funding to provide free early years education for two-, three- and four-year-old children. The childminder works with two assistants.

Information about this inspection

Inspector

Judith Rayner

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The childminder and inspector completed a joint observation of an activity and evaluated the observation together.
- The inspector observed the quality of teaching during activities and assessed the impact that this has on children's learning.
- The inspector took account of the written comments from parents on the day of the inspection.
- The inspector spoke with the childminder, her assistant and the children at appropriate times throughout the inspection.
- The childminder provided the inspector with a sample of key documentation on request and evidence of the suitability of the childminder and her assistants.

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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