

Childminder report

Inspection date:

13 September 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Outstanding

What is it like to attend this early years setting?

This provision meets requirements

Children show that they feel safe and secure in the childminder's care. They know the routine to follow when they arrive at the childminder's home. Children take off their shoes and put their bags in the allocated space before showing their excitement to explore and investigate the rooms and toys offered.

Children are physically active when they jump on soft-play equipment. They take it in turns to throw and catch large soft balls with the childminder's assistant, showing their understanding of how to share. Children talk about the reasons why they use a soft ball and not a hard ball, such as to promote their own and others' safety. The childminder's assistant shows children how to use equipment. For example, when children use a tape dispenser, he explains to children to use their thumb and to pull the tape at an angle. Children are keen to explore different plants in the garden. They tell the childminder that the leaf on a banana plant is 'ginormous'. The childminder encourages them to look closely at the seeds in the head of a sunflower. Children discuss what they are used for, such as to make bread. They use their imagination when they use seeds from plants and herbs with water to create different smells.

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

- The childminder has rules and boundaries in place, such as to be kind to each other. This helps children to understand what is expected of them. He talks to children about how positive behaviour is reinforced at home and school and why rules are in place. This enables children to have a voice and to share their thoughts. The childminder helps children to understand how their actions may hurt others. For example, if children say unkind words, he asks them how the other child may feel.
- Through professional development, such as reading childcare books, the childminder identifies how COVID-19 has affected some children's social skills. To support this, he plans group times when children have opportunities to mix and interact with different aged children.
- The childminder finds out from teachers about what children are learning during their day at school. He provides opportunities for them to broaden their knowledge. For example, children are supported to begin to write the letters in their name, to provide consistency in their development.
- Since the last inspection, the childminder has made improvements to the garden. He offers children a designated space to be creative with their role play. The childminder has created a larger planting and growing area. Children have opportunities to plant, dig and harvest fruit and vegetables. They collect the produce which is used in meals for children the following day. This helps them to

understand the process from 'ground to plate'.

- The childminder supports children to talk about what they know, such as climate change and global warming. When children collect sunflower seeds in the garden, children are encouraged to find out how plants and seeds can be used in medication.
- Parents provide positive comments about the childminder. They say that their children often ask them to pick them up later, so they have longer to play at the childminder's house.
- When children first start attending, they are invited to attend firstly with parents, and then on their own. This supports their emotional well-being and helps them to become familiar with the childminder, his assistants, co-childminder and the environment, before they are taken to or collected from school.
- The childminder helps children to learn how they can keep themselves safe, such as when they walk in the street. He makes sure that all children hold hands with another child and walk in front of each other on the pathway. Children are encouraged to look both ways before they cross the road, helping to develop their knowledge of road safety.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands his responsibility to keep children safe. He ensures that doors and gates to the property are securely fastened. This helps to stop unauthorised people from entering his home, and promotes children's safety. Visual risk assessments are completed daily, to ensure there are no potential hazards for children. For example, rubber matting is laid on parts of the grass in the garden to stop children from slipping when it is muddy. The childminder knows how to identify if a child is at risk of harm or abuse. This includes being able to recognise the signs that may suggest a child is subject to female genital mutilation. The childminder and his assistants have policies and procedures to follow if they have concerns about a child's welfare. This helps to promote children's safety.

Setting details

Unique reference number	EY388465
Local authority	Leicestershire
Inspection number	10138450
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 11
Total number of places	6
Number of children on roll	12
Date of previous inspection	13 April 2015

Information about this early years setting

The childminder registered in 2009 and lives in Thurnby, Leicestershire. He operates out-of-school care only during term time from 7.15am until 9am and from 3.30pm until 6pm, Monday to Friday, except for bank holidays. The childminder works with his wife who is a co-childminder and assistants. He holds an appropriate level 3 qualification.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the childminder has 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 childminder, co-childminder and inspector completed a learning walk of the areas of the home used for minding children.
- The inspector went on a walk with the childminder, co-childminder and an assistant to collect children from school.
- The inspector observed activities, indoors and outdoors, and the interactions between the childminder, two of his assistants and children.
- Children spoke with the inspector during the inspection.
- The inspector held discussions with the childminder and one of his assistants. She reviewed a sample of documentation, such as policies and procedures.
- The inspector spoke to several parents during the inspection and reviewed their written feedback. She took account of their views.

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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