

Childminder report

Inspection date: 14 June 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	Good
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What is it like to attend this early years setting?

The provision is good

Children demonstrate that they have strong bonds with the childminder. They happily cuddle up to her when they are tired. Children are developing good levels of confidence and independence. For example, they introduce themselves to visitors, choose which activities they join in with and select which resources they play with. Children form good friendships with others and frequently join in with each other's play.

Children have very good physical skills. They ride around on balance bikes and manoeuvre them around the play equipment and onto and off the path. Children balance on one foot as they reach up to fill the bird feeder in the garden. They use tweezers with skill to pick up small objects that are hidden inside compost. Children carefully cut up their own fruit at snack time into small uniform pieces.

Children are keen to join in with activities. They persevere as they look for insects in the garden, study them with a magnifying glass and describe their features. The childminder prompts the children to talk about the differences between certain insects, such as a bee and a fly. She talks to children about the different habitats insects live in and where they are likely to find them, to extend their knowledge.

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

- The childminder plans her curriculum well to give children the skills, knowledge and understanding they need for their next stage of learning. She identifies clear goals for children at different stages so that she can support them to build on what they already know. The childminder revisits learning to enable children to consolidate their knowledge and skills. She provides a clear focus on developing children's communication and language skills, including a daily story session and a dedicated reading area within the environment.
- The childminder makes good use of professional development to inform her own practice. For example, she has completed training in communicating with early years children. The childminder is skilful in how she communicates with children. She ensures that she is speaking clearly and slowly, giving children time to respond to questions and instructions. Children listen well, understand what is being asked and join in with conversations.
- Parents and carers describe the childminder as a kind and thoughtful person. They value the useful information she frequently shares with them about their child, including what she is supporting children to learn next. Parents and carers comment on the strong bonds the childminder develops with the children, and how much their children enjoy attending. They particularly appreciate how she incorporates children's interests into activities and their learning styles into her planning. They also comment on how the childminder gives the children

opportunities to do things they have not had much experience of before. The childminder regularly seeks feedback from parents and carers to inform her practice.

- The childminder knows the children very well and accurately assesses what they are already capable of. She plans her activities to include things that children really enjoy, such as yoga. As a result, children have good levels of engagement. However, on occasion, the childminder does not extend an activity to help children to progress further. For example, children play a favourite game of picture lotto. They concentrate and remember which picture card has been turned over and easily complete the game. The childminder does not interact with them to challenge them further.
- Children learn about the importance of a healthy lifestyle. They play with a dental set and practise brushing a set of teeth while talking about the importance of this. The childminder talks to them about healthy eating. Children are in a good routine with washing their hands at appropriate times, such as before and after meals.
- The childminder provides an evaluation of children's stage of development as they transition to school. She talks to other settings that children attend to discuss their interest in activities. However, the childminder is not sharing information about what children are learning currently so that there is consistent support.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge of child protection up to date through regular training and reading. She is able to recognise the signs and indicators of abuse and has a clear understanding of how she would manage concerns. Risk assessments are effective in ensuring children are kept safe in the childminder's home. Children learn about how to keep themselves safe through explanations and guidance from the childminder. For example, she explains why it is safer for them to use their wheeled toys on the grassy area of her garden rather than the paved area.

What does the setting need to do to improve?

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

- use every opportunity to extend children's learning to help them to make even better progress
- strengthen partnerships with other settings that children attend to ensure the support for their learning is consistent.

Setting details

Unique reference number	EY389582
Local authority	Leicestershire
Inspection number	10074217
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	2 to 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	22 February 2016

Information about this early years setting

The childminder registered in 2009 and lives in Countesthorpe, Leicestershire. She operates all year round from 8am to 5.30pm Monday to Wednesday all year round, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Justine Ellaway

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 observed the quality of education and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector checked evidence of the suitability of adults living on the premises.
- The inspector reviewed relevant documentation, such as evidence of training.
- The inspector took account of the views of parents and carers through written feedback provided.

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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