

Childminder report

Inspection date: 5 May 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children have secure bonds with the childminder and each other. Babies seek the childminder for comfort when they are upset and settle quickly when she gives them a cuddle. Older children show care for babies, helping them put their shoes on. Babies say the names of their friends as they point to photos of them on the fridge.

Children show that they enjoy learning from the childminder. Babies pick up farm animal toys and listen carefully to the childminder who names them and tells them the sounds they make. Babies smile as they say 'quack, quack' when they find a duck. Older children ask the childminder lots of questions to extend their knowledge. They spend a long time creating a picture using a stencil, scissors and felt-tip pens. Children show their picture with pride and appreciate the glowing praise from the childminder.

Children show good problem-solving skills. The childminder asks children open questions and gives them time to think. When older children cannot carry a large bag and box at the same time, the childminder asks, 'what can we do?' Older children put the box down and then put the bag on top, so that they can carry both at once. The childminder supports children to develop excellent literacy skills. She helps older children segment words when reading and explains the sounds two letters make together. Older children read words such as 'pig' and 'mummy'. Babies show their love of books as they sit turning the pages to see what is inside.

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

- The childminder knows children's interests and stage of development well. She uses this knowledge to think about how she can support children to develop across all areas of learning. Children make good progress in their development. However, sometimes during group activities, the childminder does not tailor learning closely enough to each child's individual needs. For example, the childminder allows older children to choose songs without providing alternatives to meet the learning needs of babies. This means that, occasionally, babies are not able to participate in this type of activity as much as the older children.
- Parents are very happy with the care provided by the childminder. They appreciate the wide range of activities on offer and the various outings children experience. The childminder works well with parents. She provides parents with regular updates on children's progress and shares ideas of how parents may support learning at home.
- The childminder supports children to develop good communication skills. She talks about the actions babies carry out to help develop their understanding. For example, she says 'squeeze', as babies squeeze water out of a sponge. Babies

use single words and have a go at saying more complex words, such as 'octopus'. The childminder repeats the correct pronunciation, helping develop their speech further. Older children are confident talkers, forming complex sentences for their age.

- Children are developing good independence skills from a young age. The childminder shows babies how to rub their hands together to spread the soap. She then gives them time to have a go themselves. Babies identify their towel from their individual name tag and try drying their hands. Older children manage their own personal care needs. They wash their hands independently, pour their own drinks from a large jug and can dress themselves.
- The childminder widens the experiences children receive, considering what they need to learn next. She takes children to the local library to have more choice of books. Children go to toddler groups to develop their social skills. They go to local fire service open days to learn about people who help us.
- Children are beginning to understand how to use technology. They can speak to online devices to request their favourite nursery rhymes. However, the childminder does not help children learn how to use technology in the most effective way.
- Children behave well and have a good understanding of daily routines. Babies enjoy helping the childminder tidy up. Older children offer younger children a turn at selecting items for the next song. The childminder is a good role model. She reminds babies to use 'kind hands' and older children to use 'good manners'. Older children are beginning to say 'please' without reminders when making requests.
- The childminder evaluates her practice well, considering the needs of the children in her care. She completed training to help children develop a better understanding of their emotions. The childminder has set up a 'calming corner' so children have a place to calm down if they become frustrated. She reads a story about a monster that changes colour depending on how it feels, to help children learn about their emotions.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that the premises are safe and secure at all times. She provides children with an environment where they can access a wide range of resources safely. The childminder understands the signs that may raise concerns about children's welfare. She has appropriate recording systems to help identify any issues and knows who to contact if she has a concern. The childminder knows the procedure to follow if there was an allegation made against a person living or working on the premises. The childminder supervises children well. She understands the need to keep children safe in the sun, moving activities into the shade so that children are protected from the direct sunlight.

What does the setting need to do to improve?

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

- improve planning of group activities so that all children receive learning more closely tailored to their stage of development
- develop learning experiences for children when using technology so they understand how to use this more effectively.

Setting details

Unique reference number	EY391546
Local authority	Leicestershire
Inspection number	10138456
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	6
Number of children on roll	14
Date of previous inspection	31 March 2014

Information about this early years setting

The childminder registered in 2009 and lives in Broughton Astley, Leicestershire. She provides care all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds early years professional status.

Information about this inspection

Inspector

Will Good

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 provider and has taken that into account in their evaluation of the childminder.
- 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.
- Parents shared their views of the setting 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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