

Childminder report

Inspection date: 11 March 2020

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 have a wonderful time with this kind and caring childminder. They have lots of fun and laugh and giggle as they play. Children demonstrate they feel safe and secure as they move freely around the learning environment. They choose what they would like to play with from a wide range of resources. Children learn to keep themselves safe and explain the procedures they should follow in the event of an emergency evacuation.

The childminder has high expectations for all children. Children benefit from lots of praise and support as they learn new skills. For example, children concentrate as they use scissors to cut out various toppings for their pretend pizzas. They persevere to finish the task, under the encouraging guidance of the childminder. Children treat each other with kindness and develop good friendships. For instance, they work together, sharing resources in the role-play café. They decide between themselves who is going to make the food and who is going to serve. Children ask the childminder eagerly what she would like to eat and delight in bringing her a range of pretend foods and drinks.

Children are aware of routines and expectations. They tidy away resources at the end of an activity and beam with pride as the childminder awards them with a sticker for their hard work.

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

- Parents speak very highly of the childminder and the care their children receive. They comment that she is 'caring and compassionate' and that their children 'adore' spending time with her. The childminder works closely with parents when children first start at the setting to gain an understanding of their children's interests, routines and care needs. However, when they first start, information about what children already know and can do is not carefully considered with the parents.
- The childminder reflects on her practice to identify areas to improve children's learning. For example, she has recently reorganised the storage of children's resources so that children have more independence in their play. However, she does not seek the views of the parents and children in her evaluation of the setting to help drive continuous improvement further.
- The childminder plans the curriculum carefully to broaden children's experiences. For instance, children show an interest in birds. The childminder enhances their experiences by taking them to see birds at the pet shop and at a local reservoir. Children learn skills to prepare them for future success. For example, they regularly meet and play with other children at the local park. This helps them to develop their social skills and learn how to build positive relationships.

- The childminder observes children regularly in their play and assesses their progress. She knows the children well and plans exciting activities to promote children's next steps in learning. However, on occasion, the childminder does not focus sharply enough on helping children achieve these next steps, for them to make faster progress in their learning and development.
- Children have lots of opportunities to be independent. They know their environment well and are encouraged to make lots of choices and decisions in their play. Children are keen to do things for themselves and demonstrate a positive attitude towards their learning. For example, they serve their own drinks and use a knife carefully to chop their banana into slices at snack time.
- Children learn about the importance of a healthy lifestyle. They follow good hygiene practices such as washing their hands before eating. The childminder provides a variety of healthy, nutritious snacks and meals and she encourages the children to try new foods. Children have lots of opportunities to be physically active. They enjoy helping the childminder to walk her dog and play on the swings and slide at the local park.
- Children behave well. They listen to the childminder carefully and respond to instructions promptly. The childminder is effective at supporting children's understanding of how to keep safe. For example, she teaches children to be sensible when using scissors or a knife. Children have strong bonds with the childminder and readily seek her out for a cuddle or reassurance.

Safeguarding

The arrangements for safeguarding are effective.

The childminder creates a safe environment for children to play and learn. She completes regular risk assessments for her home and any outings the children may go on. The childminder recognises the possible signs of abuse and knows the procedures to follow should she have any concerns about children's welfare. The childminder ensures her safeguarding knowledge is kept up to date through regular training, including finding out about wider child protection issues. The childminder has a clear fire evacuation plan and regularly practises fire drills with the children.

What does the setting need to do to improve?

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

- strengthen the existing partnerships with parents and gather more information about what children know and can do when they first start at the setting to build on their future learning
- focus more closely on every available opportunity to support children's next steps in learning
- build on ways for children and parents to contribute to the evaluation of the setting to help drive continuous improvement.

Setting details

Unique reference number	EY398717
Local authority	Leicestershire
Inspection number	10074316
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 9
Total number of places	4
Number of children on roll	6
Date of previous inspection	25 May 2016

Information about this early years setting

The childminder registered in 2009 and lives in Rothley, Leicestershire. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hannah Upton

Inspection activities

- The childminder and inspector completed a learning walk around the areas of the home used for childminding purposes. The inspector asked about the learning environment and how the curriculum is organised.
- The inspector completed a joint evaluation with the childminder.
- The inspector took account of the views of the parents through written feedback provided.
- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector held discussions with the childminder at appropriate times during the inspection. She reviewed a selection of relevant documentation, including the suitability of persons living in the household.
- The inspector spoke to and interacted with the children during the inspection.

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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