

Childminder report

Inspection date: 1 February 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 develop warm, trusting relationships with the childminder. For instance, younger children cuddle into her when they need comfort and receive a caring rub on the back. Children show that they feel safe and secure. For instance, when they arrive at the childminder's home, they know the routine. Children take off their shoes and hang their coats on a peg. After children have finished their snack, they enjoy the task of taking their plate through to the kitchen.

The childminder understands how children progress in their learning. She offers them suggestions and ideas to encourage them to solve problems. For example, she helps children to discover how to make dough flatter by pushing down harder on a rolling pin. Children are creative when they play with toys. They explore how objects can be used in different ways. For instance, younger children use wooden blocks and pretend it is a camera. They hold it up to their eyes and say 'cheese'. Children are physically active. Outdoors, they show good balance when they confidently walk across stepping stones. Children are excited and happy to play games with their friends, such as hide and seek. They behave well and take it in turns to count while others find spaces to hide, such as behind a tree or inside a playhouse.

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

- The childminder plans activities to help children to progress well in their development. She tailors learning for the different ages and abilities of the children in her care. For example, she shows younger children how to use objects to build and construct a tower. When older children do this, she asks them to recognise the different shapes they use, such as a triangle. The childminder helps children to develop their understanding of the characteristics of a shape, such as how many sides and points it has.
- Parents speak highly of the childminder. They appreciate the amount of activities she offers their children, such as singing, making dens and going on visits to the park and library. Parents appreciate the information they receive about their children's development.
- The childminder supports parents to continue their children's learning at home. For example, to help children develop a love of stories, she gives parents books from the library and encourages them to read stories to their children.
- When children first start attending, the childminder finds out about children's prior abilities and interests from parents. She uses this, along with her own observations and assessments, to identify what children need to learn next. This helps her to plan for children's good progress.
- The childminder knows what she wants children to learn when she plans activities. However, she is not always successful in helping children to build

further on what they already know when they follow their own interests in play. One example of this is when children are excited to make pretend cakes and fruit platters with dough. The childminder does not support them to understand about healthy food choices and how this contributes to a healthy diet.

- The childminder provides opportunities for children to develop skills for future learning, for example to be independent and to manage risks. Children help to prepare their own snack. They are supported to use knives safely to cut up fruit and to butter toast.
- The childminder extends her professional development. For example, she is in the process of completing a training course to extend her knowledge of how to support children's communication and language skills. So far, this has helped her to be more conscious of how she supports children's thinking skills. For example, when she asks children questions, she gives them plenty of time to respond.
- The childminder does not always support consistency in children's learning. She does not share information about children's achievements with all other early years settings that children also attend.
- The childminder encourages children to share. For instance, when they play with dough, she asks older children to give some dough to other children so they have their own piece. Children listen and do this willingly.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility to maintain a safe and secure environment for children. She ensures that gates are securely fastened in her garden to stop unauthorised people having access to children when they play outdoors. The childminder knows what to do should an allegation be made about herself or a member of her family. She understands how to identify if children are at risk of harm. This includes being able to identify if children and their families are being radicalised or being drawn into extreme views. The childminder knows the procedure to follow to report concerns about children's safety.

What does the setting need to do to improve?

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

- challenge children's learning even further and build on what they already know during their play experiences
- develop ways to share information about children's achievements with all other early years settings they also attend.

Setting details

Unique reference number	EY406507
Local authority	Leicestershire
Inspection number	10138562
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 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	22 April 2016

Information about this early years setting

The childminder registered in 2010 and lives in Asfordby, Leicestershire. She operates all year round from 7am until 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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 and the inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She reviewed a sample of documentation and evidence of the suitability of persons living in the household.
- Written feedback from parents was reviewed by the inspector, who 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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