

Childminder report

Inspection date: 27 February 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 benefit from the happy and welcoming home-from-home environment that the childminder provides. They demonstrate positive, caring relationships with each other. For example, children gently sing familiar nursery rhymes to younger children as they wake up. Children show they feel safe and secure with the childminder by cuddling up to her when sharing stories.

Children make good progress in all areas of learning. They choose what they would like to play with from a wide range of good-quality, well-organised and age-appropriate resources. Children develop independence from a young age and enjoy having responsibility for small tasks, such as tidying away their toys before choosing something else. Children feel valued and are involved in making decisions. The youngest children choose what they would like for snack from two options and older children write lists of activities they would like to do. Children enjoy outings in the local area, such as visiting the local lakes to feed the ducks. These outings extend children's experiences and develop their understanding of the world. Children behave well and are encouraged to be polite. They learn from the childminder, who is a good role model for behaviour and consistently uses 'please' and 'thank you' when she talks to the children.

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

- The childminder is skilful at supporting children's communication and language development. For instance, she repeats key words and models new vocabulary, such as naming a 'spatula' during role play. She responds well to young children's babbling as they communicate. The childminder supports children well as they progress to using simple words.
- The childminder knows the children well and plans activities that link to their interests and what they need to learn next. For example, she sensitively encourages children to join in sensory play by using familiar toy characters. The childminder finds out about what children already know and their home life so she can widen their experiences. For example, they recently visited a pet shop to find out about different animals.
- The childminder helps children develop a love of books. She has a wide range of books available for the children and they choose stories they are interested in. The childminder uses the books to help develop children's vocabulary and knowledge. For example, as children point at pictures of fairies in a storybook, the childminder names the colours that match the fairies' dresses.
- Children develop resilience and learn to persevere with an activity when they find it difficult, such as putting on dressing-up clothes and accessories. The childminder gives children lots of praise and encouragement. This helps to raise their self-esteem and confidence.

- The childminder encourages children to complete simple tasks to develop a sense of responsibility. Children get the table cover out and put it on the table ready to start an activity. Furthermore, children help prepare for having their nappies changed by finding the changing mat and getting the wipes.
- Parents speak extremely highly of the service the childminder provides. They comment on the wide range of activities and experiences provided, such as cooking and going on picnics. Parents see their children enjoying activities because the childminder shares photographs with them. She supports parents with ideas to help them support their children at home, to further enhance their learning. However, the childminder has not established strong partnership working with other settings the children attend. As a result, she is unable to offer a fully consistent approach to children's care and learning.
- The childminder meets regularly with other local childminders and their children. They go on outings together in the local area. This promotes children's confidence and social skills. The childminder shares ideas for activities with other childminders. However, the childminder recognises the value of gaining additional professional development opportunities to further enhance the quality of education she provides.
- The childminder ensures children are well prepared for moving to pre-school or school. She helps children develop independence skills such as putting on their own coat and shoes. The childminder plans activities to help develop children's pencil control when they are ready. She regularly takes children to events at the local school so they can become familiar with the school environment.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her responsibility to safeguard children. She demonstrates a good understanding of the different types of abuse and knows the signs and symptoms to look out for. The childminder has completed safeguarding training and she can clearly explain the procedures she would follow should she have a concern about a child in her care. The childminder has developed her knowledge of wider safeguarding issues such as the 'Prevent' duty. She creates a safe and secure environment for children to play and learn. The childminder has a relevant first-aid qualification.

What does the setting need to do to improve?

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

- develop partnerships with other settings children attend so information can be shared to promote greater consistency in children's care and learning
- seek professional development opportunities to further enhance the quality of education for all children.

Setting details

Unique reference number	EY412826
Local authority	Leicestershire
Inspection number	10074525
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	0 to 11
Total number of places	6
Number of children on roll	12
Date of previous inspection	28 April 2016

Information about this early years setting

The childminder registered in 2010 and lives in Birstall, Leicestershire. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Laura Cook

Inspection activities

- The inspector viewed all areas of the home used by children. The childminder explained to the inspector how she organises her setting and how she makes decisions about the care and education she provides to children.
- The inspector observed the quality of education during activities indoors and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder and children at convenient times throughout the inspection.
- The inspector reviewed relevant documentation and evidence of the suitability of persons living in the household.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector took account of the views of parents through reading 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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