

Childminder report

Inspection date: 13 January 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in this welcoming and homely setting. They display curiosity and interest as they explore the ocean-themed activities on offer. Children engage well and use a fishing rod effectively to catch the squid and other ocean animals and fit them into the jigsaw. Children are introduced to exciting new vocabulary, such as 'algae' and 'hadal zone', and eagerly repeat the words. They snuggle up to the childminder to read books. Children show a secure knowledge of familiar stories and what is coming next.

Children demonstrate that they feel safe and secure in this nurturing environment. They have a close bond with the childminder, who is kind and encouraging. Children enjoy the time they spend with the childminder. They interact well with her, laughing when they find the hidden mouse or when the bubbles pop in the tiny turtle song. Children behave well and listen effectively as they learn and play. They benefit from a range of outings to widen their experiences. For example, they learn about their local community during visits to local country markets and parks. They meet up with other childminders and their minded children, which supports their social skills. As a result, children develop confidence and independence skills when exploring resources or visiting new places.

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

- The childminder supports children well. She sequences the learning they need to build on what they already know. The childminder gathers detailed information from parents when children first start to decide what children need to learn next.
- There is a strong focus on promoting children's love of books. The childminder provides a great variety of exciting storybooks. Children self-select and share them with the childminder. For example, children find a familiar book and sit on the sofa, where the childminder joins them. The childminder reads the story, leaving time for the children to anticipate what happens next. Children demonstrate their understanding as they excitedly shout out familiar phrases and words.
- The childminder supports children's communication and language development well. For example, she repeats words to children to ensure they hear the correct pronunciation. The childminder talks to the children, describing and commenting on what they are doing. This contributes to children's developing language skills. However, the enthusiastic childminder does not always give children enough time to process the information she shares or respond to the questions she asks.
- The childminder extends children's mathematical understanding. For example, she supports children's understanding of mathematical concepts as they count ocean animals. The childminder says, 'We have got four fish. Take one away; there are now three left.' The childminder introduces the concept of size as she

asks the children to find the biggest fish and smallest fish. Children can talk about size and position in their play.

- The childminder works well with parents to ensure she builds positive relationships with children, helping to promote their emotional well-being. Parents speak highly of the childminder. They say their children are happy, and they can see the progress they are making. Parents comment that the children are very well cared for. They often come home having learned something new or having visited exciting places. Parents say that the childminder is kind, patient, professional and caring. They state they feel well informed regarding their children's development.
- The childminder promotes children's positive behaviour and good manners. She supports children with words of encouragement and positive praise. This warm and kind approach helps children to behave well and supports their relationships with others.
- Children's self-esteem and confidence are well supported as they receive lots of praise for their achievements. For example, when children find the missing ocean animal, the childminder praises them, saying, 'You used your eyes and looked very, very well and found him! Well done!'
- The childminder is skilled in adapting activities to support children's stages of development. For example, she quickly adapts adult-led activities to meet the needs of the children to ensure they can complete tasks and make good progress.
- The childminder supports the children's physical development. As children explore play dough, they develop good manipulative skills and use their imagination as they pretend to make ducks.
- The childminder supports children effectively to have a good understanding of self-care and good personal hygiene. She works closely with parents and supports children while potty training. Children develop these skills swiftly and confidently use the toilet and wash their hands from a young age.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs and symptoms that may indicate a child is at risk of harm. She has a secure knowledge of local safeguarding procedures should she have concerns about the welfare of a child. The childminder knows the procedures to follow to report concerns about the conduct of an adult working with children. She makes routine checks of her home to remove any hazards or risks to children, ensuring they always remain safe. The childminder has a good knowledge of local safeguarding issues, such as county lines and the 'Prevent' duty.

What does the setting need to do to improve?

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

- give children time to think about and process information, and allow time for the children to respond.

Setting details

Unique reference number	EY414763
Local authority	Leicestershire
Inspection number	10265052
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 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	23 May 2017

Information about this early years setting

The childminder registered in 2010. She lives in Glenfield, Leicestershire. The childminder operates all year round, from 8am to 5.30pm, Monday to Friday, except for family holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Ali Lancaster

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 provider.
- The childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the childminder with the inspector.
- The inspector viewed and discussed the safety and suitability of the premises.
- The inspector spoke to the children at appropriate times 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023