

Childminder report

Inspection date:

5 December 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder provides a well-resourced environment in which children succeed. She plans a range of activities that actively promote children's interests and learning. Children have a positive attitude to their learning and are eager to join in activities. They are confident to ask for the resources they want to add to their play. They work together alongside the childminder to build a track for the cars. When children struggle, they confidently turn to the childminder for help and encouragement. Together they create a 'loop the loop' track for cars to go round. They smile with delight and clap their hands together when the car makes it around the loop.

Children recall and talk about events, such as losing a welly when out on a walk. As they recall this memory, they giggle as they remembered it was funny. Children use real tongs to pick up and lift cooked spaghetti out of a tray. This helps to build their small muscles in their hands and strengthen fingers in preparation for writing. Younger children enjoy the sensory feel of the spaghetti. They enjoy the feel of the spaghetti as they squeeze and squash it in their hands.

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

- The childminder is kind, caring and attentive. She notices when children feel tired or hungry. The childminder responds sensitively to their individual needs. She offers children reassurance throughout the day, which promotes children's emotional well-being effectively. Children enjoy the childminder's praise. This promotes their self-esteem and supports them to become confident learners.
- The childminder has strong partnerships with parents. Parents are extremely happy with their children's care. They comment positively on the childminder's flexible and caring approach. Parents say children talk happily at home about the childminder, their activities and their friends. Children have consistency between home and the childminder's home and this helps them to feel secure.
- Children's independence plays an important role in the childminder's curriculum. Children are encouraged to develop self-help skills throughout the day. At snack time, they peel the lids off the top of their yoghurt pot and skilfully use a spoon to feed themselves. Children are learning to keep themselves safe as they walk up and down the stairs to go to the toilet. They learn the importance of good health and hygiene through everyday activities. They are learning how to blow their nose and know you must wash your hands afterwards to get rid of the germs.
- The childminder completes observations and assessments of children's learning. She uses this information to help identify what children need to learn next. Children make good progress from their starting points. They benefit from the childminder's curriculum and gain the skills to support them to be prepared for

the next stage in their learning.

- Children benefit from many trips out within the local community. They look forward to these outings. The childminder's curriculum supports children to learn about changing seasons and nature, and helps them to expand their knowledge of the world they live in. Children enjoy scavenger hunts outdoors, looking for conkers, pine cones, acorns and leaves. The children use natural resources in their play. Outdoors, they move the leaves from one area to another. Children make mud pies and refer to acorns as dinosaur eggs, and wonder about what might be inside the eggs.
- The childminder supports children's mathematical understanding as they play and explore. She talks to the children about shapes and colours, helping them to match objects. The childminder counts with the children as they scoop out spaghetti and weigh items on the scales.
- The childminder works closely with other settings her minded children attend, to share information that benefits the children in her care. She knows how to get help from other agencies, such as speech and language therapists, to ensure children have extra support if they need it. The childminder has strong, positive partnerships in place with the local school staff.
- Children learn new words quickly and have lots of opportunities to practise these in their play. They share books with the childminder. However, when the childminder is in conversation with the children, she sometimes asks too many questions and does not give them time to respond and share their ideas.
- The childminder has attended training to ensure she meets mandatory requirements. However, she does not yet focus her training and development on the areas that will have the greatest impact on children's learning, for example how to promote boys' learning so that they make even better progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is qualified in paediatric first aid. She knows how to make records of accidents or injuries. The childminder has a clear safeguarding procedure. She attends training to update her knowledge of the local safeguarding partnership's policy. The childminder can describe the signs and symptoms of child abuse confidently. She knows how to share any concerns she may have about children with the relevant child protection agencies.

What does the setting need to do to improve?

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

- give children enough time to process their thoughts, to enable them to respond to questions and express their ideas
- develop the programme of training and professional development further, to

support teaching to meet children's different styles of learning.

Setting details

Unique reference number	EY415813
Local authority	Leicestershire
Inspection number	10235456
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 11
Total number of places	6
Number of children on roll	20
Date of previous inspection	9 March 2017

Information about this early years setting

The childminder registered in 2011 and lives in Ashby-de-la-Zouch, Leicestershire. She opens all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Dawn Barlow

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 childminder and has taken this into account in their evaluation of the childminder.
- The inspector observed the quality of education during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The childminder discussed her curriculum with the inspector and what she wants children to learn.
- The inspector observed and evaluated an activity with the childminder.
- The inspector took account of parents' views through written feedback.
- The inspector looked at relevant documentation and evidence of the suitability of household members.

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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