

Childminder report

Inspection date: 3 August 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	Met
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What is it like to attend this early years setting?

The provision is good

Children show that they are happy in the childminder's home. They develop close and warm relationships with her. The gradual settling-in procedure, agreed with parents, considers the individual needs of the children. The childminder gathers valuable information about children's individual care needs and what they already know. This helps children to feel safe and secure in the childminder's care, because she gets to know the children well and is able to meet their care and learning needs.

Children play together cooperatively. They show perseverance as they blow bubbles. Children watch eagerly as bubbles appear in the air and they try to catch and pop them with their friends. Children make independent choices about the toys they want to play with. They work together and build a den, confidently asking their friends to help. Children are encouraged to learn about how food grows. They help the childminder to grow their own fruit and herbs in the childminder's vegetable patch. Children feed and tend to chickens, collecting the eggs. Children use magnifying glasses to search for bugs in the garden. They squeal with excitement when they find one, saying 'a slug'. Children show great interest as they look at and talk about the bugs they have found with their friends. This helps to extend children's learning about the world around them.

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

- The childminder knows the children well. This allows her to plan a curriculum that supports their development. She considers what she can do to help children gain new skills and plans activities to allow children to revisit prior learning. The childminder uses ongoing observations and assessments to help her identify what children need to learn next.
- The childminder regularly updates parents about what their children are learning and interested in. However, the childminder does not fully update parents on what their children need to learn next so that they can extend children's learning further at home if they wish.
- The childminder plans activities based on children's interests. Children have a high level of engagement in each activity. They enjoy learning about nature. They build on what they have already learned as they explore the wings of a dragonfly they collected. Children can recall previous experiences of being outside and can say what they liked about it. Children are encouraged to build further on their experiences they have on outings when they return to the childminder's home.
- Children generally behave well and confidently remind each other of rules that are already established. However, the childminder does not consistently manage behaviour in a developmentally appropriate way. For example, she occasionally

uses phrases that the children do not understand.

- The childminder encourages the children to develop self-help skills. Children are consistently encouraged to try something themselves first, and to persevere. This helps children to gain skills in readiness for their move on to school. The childminder promotes effective hygiene and health procedures. Children learn to wash their hands independently before having a snack, when they make healthy food choices at the table.
- The childminder takes children to explore many experiences outside of her setting, helping them to learn about the world around them. For example, she regularly takes children to visit the local library to borrow books to share at home with their families. Children are provided with a wide range of texts and choose books eagerly during play. The childminder models a passionate love of reading, and children are enthusiastic to listen to stories as a result.
- The childminder makes effective use of her continuous professional development. She undertakes training courses to support the specific needs of the children in her care. This includes developing her knowledge of how to care for babies and to provide early phonics for children.
- Parents speak positively about the level of care which the childminder provides to their children. Parents describe the childminder as reliable and flexible. They highlight the range of experiences that their children are given, and explain that they visit 'so many' places. Parents recognise that the learning that takes place links to their child's interests.

Safeguarding

The arrangements for safeguarding are effective.

The childminder supervises the children well and ensures her home is secure and safe. She understands her safeguarding role and her responsibilities to keep children safe and protected from harm. The childminder is aware of the signs and symptoms of abuse, including if children are being drawn into radicalisation. She knows where to report concerns should she be concerned about children's welfare. The childminder carries out risk assessments and has effective policies and procedures in place to keep children safe. She supports parents to keep their children safe when they are online at home. For example, the childminder helps parents to be aware of the potential risks of children using technology.

What does the setting need to do to improve?

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

- consider how strategies for managing behaviour can be further improved to help children regulate their own behaviour
- extend the good communication with parents, so that they know their children's individual next steps and are supported to continue their children's learning at

home.

Setting details

Unique reference number	EY421093
Local authority	Leicestershire
Inspection number	10144744
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	15 September 2015

Information about this early years setting

The childminder registered in 2011 and lives in Anstey, Leicestershire. She operates from 7.30am to 5.30pm, Monday to Friday, all year round, 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

Emma Curry

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 that into account in the evaluation of the setting.
- The childminder and inspector conducted a learning walk discussion, discussing the learning intention for children and how the environment is arranged.
- Parents' and carers' views were taken into consideration.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.

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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