

Childminder report

Inspection date: 16 June 2023

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 appear settled and happy in this warm and welcoming setting. They enjoy a relaxed relationship with the childminder, which helps them to feel safe and secure. The childminder knows the children well. Younger children use a walker to practise their walking skills. Children thoroughly enjoy the childminder's interaction in their play. For example, babies crawl to her and make faces in hand-held mirrors, and they laugh and giggle. Young children are encouraged to eat healthy snacks, such as fruit, independently.

Children move around the childminder's home freely and happily select activities. The childminder joins children in their chosen activities. For example, as children play with musical instruments, the childminder supports them to make sounds. The childminder shows genuine care and interest in the children and what they are doing. Younger children begin to learn how to take turns as the childminder encourages them to roll a ball back and forth to her. They develop their early communication and language skills as the childminder encourages two-way conversations. The childminder listens with interest to babies' babbles and responds to them with warmth and respect.

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

- The childminder nurtures good relationships with parents and carers. Parents hold a positive view of the care their children receive. They affirm that the childminder actively maintains continuous communication with them regarding their child's care and daily routines. Additionally, they comment that the childminder exhibits enthusiasm, diligence and a caring attitude.
- The childminder promotes children's health and well-being. Children engage in daily physical play, either in the garden or during outings. In the childminder's garden, young children relish new challenges as they practise their walking skills. For example, they use a walker and sidestep around the furniture to help them navigate their way around the garden. These activities help to strengthen their muscles and develop their coordination skills.
- The childminder knows the children well and understands their needs. She closely monitors their development and completes relevant progress checks. However, she does not routinely share this information with parents to enable them to provide further support for their child's learning at home.
- The childminder actively supports children's communication and language skills. She sings nursery rhymes with the children and provides ongoing running commentaries to enhance children's early understanding. Babies respond with smiles as they listen to new songs and start to learn the sounds associated with animals. The childminder uses different tones of voice to engage children effectively and consistently describes their activities. This approach assists

children in continuously expanding their vocabulary.

- The childminder observes the children while they play and tailors her curriculum based on their interests. For example, children develop a genuine love for books. Babies take their time to choose books they enjoy and actively participate by turning the pages and babbling happily as the childminder reads to them. The childminder uses story time as an opportunity to expand children's vocabulary.
- The childminder promotes children's personal, social and emotional development. Within just a few weeks of attending, young children form strong attachments with the childminder. She actively considers the individual needs of the children. For example, she recognises the need for emotional support and readily provides frequent cuddles to offer comfort. The children regularly receive praise, encouragement and a recognition of their accomplishments, fostering high levels of confidence and emotional well-being.
- The childminder generally plans activities to suit children's ages and abilities. For example, she introduces young children to water play and uses words such as 'splash' and 'pop' as they engage. However, the childminder does not fully consider the purpose or intention behind some of the activities she plans.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of her responsibility to keep children safe and protect them from harm. She has a good level of knowledge about the signs and symptoms of abuse. The childminder knows who to contact and how to record any concerns about a child's safety or welfare. She has a secure knowledge of wider aspects of safeguarding, such as radicalisation and the 'Prevent' duty. This helps to ensure children's safety and promotes their well-being. The childminder maintains a safe home environment and completes regular risk assessments. She shares useful factsheets covering different types of abuse with parents.

What does the setting need to do to improve?

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

- share information consistently with parents in relation to children's next steps and how they can further support learning at home
- develop the planning and provision for younger children to ensure they are focused more sharply to enable them to engage further in their learning.

Setting details

Unique reference number	EY423931
Local authority	Leicestershire
Inspection number	10285932
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 13
Total number of places	6
Number of children on roll	18
Date of previous inspection	24 October 2017

Information about this early years setting

The childminder registered in 2011 and lives in Castle Donington, Derbyshire. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Krupa Mamtara

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 their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the childminder with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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