

Childminder report

Inspection date: 3 August 2022

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 enthusiastic to enter the childminder's welcoming home. They give parents a quick wave before they select toys that interest them, such as cars to ride on, in the garden. Children show kindness to their peers. They share toys with their friends and are given gentle reminders from the childminder to use good manners. For example, she reminds them to say 'please' when they ask for paint from their friends.

Children are keen to join in activities that the childminder has planned to follow their interests. They are creative when they use pens to colour in cardboard tubes to make binoculars. Children follow the childminder's instructions when she asks them to cover their eyes while she hides pretend treasure in the garden. Children are excited and show good imagination when they use their pretend binoculars to look for the treasure. The childminder extends children's interests further when she reads them a story about a pirate. Children point to images on the pages and begin to develop a love of books. Children are physically active. For example, they copy the childminder when she asks them to move their bodies in different ways. Children run on the spot, jump and move their arms around safely to avoid others who are near them.

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

- The childminder extends her professional development. For example, she gathers information from other childminders and the internet. This helps her to extend her knowledge of how to offer children a variety of activities to support their development. One example of this is when she helps children to bring nursery rhymes to life. Children listen to the nursery rhyme, 'The Grand Old Duke of York', and then go with the childminder to march in the street.
- The childminder finds out information about children's interests and prior learning when they first start. Through observing children and assessing their development, she identifies what they need to learn next. The childminder encourages children to develop their understanding of shapes. For example, she shows children stones and talks about them being 'oval'.
- The childminder supports children who speak English as an additional language to have a sense of belonging in her care. She provides opportunities for them to celebrate their own cultures. For example, children make wool bracelets to give to their friends.
- Overall, the childminder supports children's communication and language skills well. She sings nursery rhymes with children and talks to them when she plays alongside them. However, occasionally, the childminder does not fully encourage children's thinking skills. For example, she does not give them enough time to think and respond to the questions she asks them.

- The childminder broadens the experiences children receive at home. For example, she takes children on outings with other childminders and their minded children. This provides them with opportunities to mix and play games with children who are a similar age, promoting their social skills.
- The childminder and parents exchange information about children's achievements and how to support their ongoing development. However, the childminder does not engage effectively with other early years settings the children also attend, to help promote consistency in their care and learning.
- The childminder talks to children about the rules and boundaries in her home. This helps children to know what is expected of them. She encourages children to be kind to others and to take turns when they play with toys.
- Children are supported by the childminder to overcome their fears. For example, when they are scared of dogs, the childminder arranges for children to see a family member's dog in the safe environment of her home. Parents say how much they appreciate this and that their children are no longer scared of dogs when they see them in the street.
- The childminder helps children to develop a sense of responsibility for caring for the environment. For example, children help to dry toys outside when they get wet in the rain. They help the childminder to tidy away toys when the routine of the day changes.

Safeguarding

The arrangements for safeguarding are effective.

The childminder carries out risk assessments in her home to ensure that children play in a safe space. She has identified that parts of her garden are not currently safe for children, therefore she stops children from having access to these areas. Before children play outside in hot weather, she ensures that they wear sun cream to protect their skin from the sun's rays. The childminder has a good understanding of the signs that may suggest children are at risk of harm or abuse. This includes if children are being drawn into extreme views. She knows where to report concerns about children's welfare to promote their safety.

What does the setting need to do to improve?

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

- build on knowledge and skills about how to promote children's thinking skills to a higher level
- strengthen partnerships with other early years settings children also attend to support a consistent approach to their care and learning.

Setting details

Unique reference number	EY439624
Local authority	Leicestershire
Inspection number	10075026
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	3 to 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	9 June 2016

Information about this early years setting

The childminder registered in 2012 and lives in Groby, Leicester, Leicestershire. She operates all year round from 8am until 5pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Hayley Ruane

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 setting.
- The childminder and the inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She reviewed a sample of documentation.
- Written feedback from parents was reviewed by the inspector, who took account of their views.

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 2022