

Childminder report

Inspection date:

8 November 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children thrive in this nurturing and warm environment. They demonstrate high levels of confidence as they explore the thoughtful resources and stimulating environment. Children develop their listening and recall skills as they snuggle in for familiar stories. They giggle with delight as they pretend to go on a 'bear hunt', following the actions of the book and joining in with the words. Children explore the mud kitchen. They develop their understanding of volume and capacity as they fill teapots with water and tip them out into jugs, watching as the water pours from one vessel to the next.

Children use their small-muscle skills to complete jigsaws. They begin to explore literacy as they find jigsaw puzzles with letters and are encouraged to make the sounds of the letters they discover. Children further explore their small-muscle skills as they grasp large pieces of chalk and make circular marks on the patio. They develop their imaginative skills as they play in the role-play kitchen. They pretend to make dinner as they carefully scoop up dried pasta and tip it into containers, mixing it with a spoon. Children enjoy playing with soft coloured play dough. They press and squash the play dough with their fingers before rolling it out and pressing pine cones and pasta into it to make candles for their 'birthday cake'.

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

- The childminder works closely with other settings that children attend to improve the consistency of support they receive. For example, the childminder ensures that she sends messages and observations to the teachers of the children that attend both the setting and school.
- The experienced and knowledgeable childminder provides a curriculum that is ambitious and relevant for the children in her care. She ensures that she uses information received from parents and carers to plan her programme of education. However, occasionally, when talking to children, the childminder asks multiple questions in quick succession. This means that children do not get the time to process their thoughts and think about their responses.
- Children benefit from the exploration of their environment. They visit libraries where they get the opportunity to engage in singing and select books to take back to the childminder's house. Children visit local parks where they use their large-muscle skills to climb and balance on equipment. They learn about the natural world as they visit animals at local farms and discover minibeasts in woodland areas.
- The childminder is committed to ensuring that children have access to a healthy diet. She has completed training and accreditation to help her understand the importance of providing healthy food. She works with parents to try out new

recipes, and the children benefit from home-cooked meals daily. The childminder promotes children's oral health. Children brush their teeth after eating meals. The childminder reads a story about brushing techniques as they brush their teeth and shows the children the pictures in the book as they follow her gentle instructions.

- Children show good levels of well-being in the childminder's care. They benefit from cuddles when they are feeling tired or unsure. The childminder helps children to understand emotions through the use of puppets. Children find the detachable faces and put them on the puppet. They look at the expression and exclaim, 'I'm happy!'
- Children's growing independence is encouraged and supported during their time with the childminder. For example, children are encouraged to put on waterproof suits and wellies before they go outside. Children help to clean the table and set it before mealtimes. This helps children build a strong sense of independence for future success.
- Partnerships with parents are highly effective. Parents comment that they feel the children are safe and well cared for in the childminder's care. The childminder shares information about the children's learning with parents and supports them with learning at home.
- The childminder places emphasis on her continuous professional development. She ensures that any research or new initiatives are relevant and used effectively to enhance her knowledge and provision. This helps her reflect on her practice and drive forward improvement.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has secure knowledge and understanding of how to keep children safe in her care. She is confident of the signs and symptoms of abuse that may indicate that a child is at risk of harm. The childminder also understands her responsibilities in managing allegations. She ensures her safeguarding knowledge is kept up to date through refresher training to support her knowledge of local safeguarding concerns, such as the 'Prevent' duty. The childminder ensures that any potential hazards are minimised as she completes regular risk assessments in the home environment and when she goes on trips with the children.

What does the setting need to do to improve?

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

- provide children with enough time to think about and respond to questions before asking more.

Setting details

Unique reference number	EY446084
Local authority	Leicester
Inspection number	10235756
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	2 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	14 November 2016

Information about this early years setting

The childminder registered in 2012 and lives in Leicester. She operates all year round, from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a degree in early years education and also has early years professional status. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Stephanie North

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 it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- Parents shared their views of the childminder with the inspector.
- 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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