

Childminder report

Inspection date: 25 July 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 settled and emotionally secure in the care of this childminder. They demonstrate this through their playful interactions with her. Children are growing in confidence and are happy to speak to visitors. They share what their favourite song is, saying, 'Twinkle, twinkle.' The childminder and children use musical instruments to play the melody of familiar nursery rhymes while they sing along. They discuss what the instruments are called and take it in turns to have a go with each one. Children remember the simple sign language they have previously learned to name animals from the song 'Old MacDonald's farm'. Through these activities, children are becoming confident communicators.

Children are learning about nature. They grow sunflowers, strawberries, and runner beans in the childminder's garden. Children are excited to find out how big their flowers have grown since their last visit. They know that they must water the plants to help them grow. Children pick fresh strawberries to eat for their snack. They learn that they must wash them to get rid of any dirt before they can eat them. Children are then supported to safely cut their strawberries before they proudly taste their home-grown produce.

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

- The childminder is effective at supporting children's communication and language development. Since her last inspection, she has completed training on this topic. The childminder reads with children at regular intervals throughout the day, including while children eat their lunch. She gives children time to respond to questions and share their thoughts about the book. This gives children the opportunity to extend their vocabulary and practise using the language that they have learned.
- Children behave very well and use good social skills. The childminder uses appropriate strategies to shape children's positive behaviour, such as offering lots of praise. Children have learned to interact in a friendly and polite way. For example, they say 'now its your turn', while playing a game with the childminder.
- The childminder has considered what she can do to broaden children's experiences. She takes children on frequent visits into the community, to museums and parks for example. Some children have ridden a train for the first time with the childminder. This is something new that they have not done before and is helping them to understand the world around them.
- The childminder knows children well, and what they enjoy doing. She makes sure that the activities available to children are of interest to them. Children show good levels of concentration. They focus on activities of their choosing and are absorbed in their learning. The childminder extends activities further by

adding new resources, such as shells and pine cones, to sand, to encourage children's curiosity and imagination development.

- The childminder considers what she wants children to learn next and shares this information with parents for them to support this at home. However, at times the childminder does not use precise enough assessment to establish what children can already do and what they are capable of next. This means that, for some children, next steps in learning across the curriculum are not broad enough for age-appropriate development in all areas of learning.
- Children are learning to look after their bodies and understand about self-care. They independently wash their hands before they eat. The childminder provides activities for children to learn about oral hygiene and why it is important that they clean their teeth. This is helping children learn good habits to keep them fit and healthy.
- Parents speak highly of the childminder and the care and education that she provides. Some parents explain that their children were shy when they first attended this setting. They recognise that the COVID-19 pandemic had an impact on their children's social development. These parents report that their children now happily make friends in new situations and attribute this to the support given by the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder can recognise the signs that may suggest a child is at risk of harm. She knows the procedure to follow if she has a concern of this nature. The childminder updates her safeguarding training regularly. She has recently completed training to understand female genital mutilation. The childminder knows what to do if an allegation is made against herself or a member of her household. The childminder appropriately risk assesses trips into the community and visits to other households. The environment in which children play is safe and secure. The childminder holds a valid paediatric first-aid certificate. This means she can respond appropriately if a child were to have an accident.

What does the setting need to do to improve?

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

- consider more precisely what children can already do and what they need to do next when planning activities, to continually extend children's learning and development across the curriculum.

Setting details

Unique reference number	EY449635
Local authority	Leicestershire
Inspection number	10075214
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 10
Total number of places	5
Number of children on roll	6
Date of previous inspection	13 June 2016

Information about this early years setting

The childminder registered in 2012 and lives in Thurmaston, Leicestershire. She operates all year round from 8am until 3.30pm, Monday to Friday, except bank holidays and family holidays. She provides funded early years education for two-, three-, and four-year-old children.

Information about this inspection

Inspector
Charlotte Whalley

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 provision.
- The childminder and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children confidently communicated with 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 inspector carried out joint observations of an outside activity with the childminder.
- The inspector spoke to one parent during the inspection and took account of their views.
- The inspector read seven letters from parents during the inspection and took account of their views.
- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector looked at relevant documentation that the childminder provided 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.

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