

# Childminder report

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Inspection date: 11 July 2023

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| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|-------------|
| Overall effectiveness at previous inspection | Outstanding |
|----------------------------------------------|-------------|

## What is it like to attend this early years setting?

### The provision is good

Children appear happy to be in the childminder's home. They have strong bonds and relationships with the childminder. The childminder has high expectations for children's behaviour. Children follow her instructions and behave well. Children learn about their local community and the world around them. The childminder provides opportunities for children to hear different languages through her family members. Children enjoy outings, such as to the local zoo, with the childminder. During these visits, they begin to recognise animals and understand the noises they make. Children enjoy reading books with the childminder, which recap their experience at the zoo.

Children enjoy role play in a pretend kitchen as they offer cups of 'tea' to teddy bears. They show high levels of engagement as they play with the childminder. Children learn new vocabulary as the childminder narrates their play. Young children practise their small-muscle skills as they push pegs onto a foam board and create towers. The childminder offers positive praise, which motivates children to persevere when they face difficulties and builds their self-esteem. Children begin to recognise and label parts of their bodies as they play with potato heads. Children show high levels of curiosity and fascination.

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

- The childminder promotes communication and language exceptionally well. She provides a language-rich environment and asks children lots of open-ended questions. The childminder is skilful when talking to young children and pauses frequently to allow them to respond. When children first start to talk, she repeats words back to them and models language well. Consequently, the children in her care are articulate for their age.
- The childminder has a clear curriculum, which is well-rounded and tailored to individual children. She knows what she wants children to learn before they go to school and how to sequence their learning from a young age. The childminder focuses on children becoming independent and confident. She attends local toddler groups to give children the opportunity to socialise with a wider network of children and adults.
- The childminder thoughtfully plans activities that are based on each child's learning needs. For example, she helps children to overcome their fear of bugs and insects through scientific activities. Children watch caterpillars turn into butterflies behind the safety of a fine-net container. This helps children to gain more confidence and resilience to overcome their fears and anxieties.
- The childminder, generally, understands the importance of promoting a healthy lifestyle. She ensures that parents provide a balanced meal within children's lunch boxes. However, she does not consistently promote children's good oral

hygiene, as they sip sugary drinks during the day.

- The childminder works closely with external agencies, such as health visitors, speech therapists and local schools. She knows how to identify gaps in children's learning and where to seek further support if needed. The childminder understands the importance of early intervention and makes timely referrals to support children with special educational needs and/or disabilities. As a result, all children make the best possible progress as they receive the support they need.
- The childminder, generally, promotes good hygiene as she prompts children to wash their hands before eating and after playing outdoors. However, the childminder does not consistently wash her hands after supporting children with their self-care routines.
- Children have access to a wide range of books. The childminder promotes a love of reading to all children. She passionately reads stories, and children are excited to lift the flaps in books and talk about what they can see. Young children begin to understand how books work as they turn the pages with help from the childminder.
- Parents speak highly of the care their children receive from the childminder. They credit their children's developmental progress to the excellent skills and knowledge of the childminder. The childminder shares information about their children's development and offers tips to further their learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures children's safety and welfare. She demonstrates an in-depth understanding of the possible signs of abuse, including extremism and radicalisation. The childminder is aware of all local safeguarding reporting procedures, including how to manage an allegation against herself or someone living in her home. She has completed a designated safeguarding lead course with the local authority. The childminder assesses risks to the use of equipment within her home to ensure that children are safe and secure. For example, she uses stairgates to ensure that young children do not access the stairs and makes sure that she locks external doors.

## What does the setting need to do to improve?

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

- strengthen arrangements for promoting children's healthy lifestyles to include good oral health
- enhance existing hygiene routines by ensuring that hands are consistently washed after helping children with their self-care.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY449774                                                                          |
| <b>Local authority</b>                             | Leicestershire                                                                    |
| <b>Inspection number</b>                           | 10276687                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 11                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 6                                                                                 |
| <b>Date of previous inspection</b>                 | 27 July 2017                                                                      |

## Information about this early years setting

The childminder registered in 2012 and lives in Earl Shilton, Leicestershire. She operates all year round, from 7.45am to 5pm on Mondays and Tuesdays, and from 7.30am to 5pm on Wednesdays and Thursdays, and from 7.30am to 8.30am on Fridays. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Rachel Barsby-Robinson

## 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 they discussed how she ensures they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- 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 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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