

Childminder report

Inspection date: 3 October 2022

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 are happy and engaged in the childminder's well-resourced home. They explore and investigate outdoors and have daily fresh air. The childminder places a strong emphasis on outdoor learning, using natural materials. Children collect conkers from the nearby tree and visit local parks. This promotes their knowledge of the local environment. They examine the veins of leaves through a magnifying glass and use their fingers to feel the raised textures. This enhances their sense of touch and levels of curiosity. Children communicate to each other as they play, saying, 'can I have this?'. They share well as they pass over spoons and pans. They listen and respond appropriately to each other. This helps their social development and listening skills.

The childminder encourages children to be independent with self-care routines. Children persevere to slide their name card into a log holder and choose which hook to hang their coat on. This shows their levels of resilience and independence. The childminder praises the children with smiles and words of encouragement. Children know the setting routines. They queue behind each other to wash and dry their hands before their morning snack. Children choose to have their snack outside. They are self-assured as they make this decision together as a group.

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

- The curriculum that the childminder offers is a balance of child- and adult-initiated activities, based on children's interests. The childminder knows children's starting points and levels of development. The childminder adapts resources to reflect changing needs and interests. She understands that children often repeat actions to help them understand the world around them.
- The childminder regularly uses the outdoors and natural resources to deliver her curriculum. Younger children use scales to weigh and enclose natural resources in containers. They show interest in ordering and sequencing. The most-able children are encouraged to place letter pebbles into alphabetical order. However, there are times when the childminder does not challenge or extend learning further. For example, she does not support the older children to learn about the letters at the beginning and end of the alphabet.
- The childminder encourages children to be independent, making their own and group choices. They confidently pour drinks of water and are encouraged to peel the skin of satsumas. This supports their hand-to-eye coordination. The childminder places a strong focus on manners. She gently reminds children if they forget to say 'please' and 'thank you'.
- The childminder promotes children's language and imaginative skills. For example, as children move confidently outdoors, they say, 'we need to go wibble-wobble, we need to go in the lava'. They use the grass to represent

bubbling lava, as the childminder explains that lava is very hot and comes from volcanoes. Children are exposed to new vocabulary, promoting their language development.

- The childminder talks to the children about keeping safe. They ride bicycles and balance skilfully on raised wooden planks. Outside, they make informed choices about whether to jump down from the wall edge or use the steps. This shows that they have knowledge of their own capabilities. The childminder has thorough safety systems in place. She carries out visual risk assessments to ensure that children are not exposed to hazards and areas are safe for children to play in.
- The childminder uses the local community to promote children's understanding of people and places. These experiences help children to see the diversity around them. Children have access to a range of resources that reflect different ethnicities. However, the childminder does not provide opportunities for children to experience and value different languages in the setting.
- Parents comment on how happy they are with the childminder, particularly the outdoor learning environment and the focus on promoting manners. They say that 'these life skills are a priority'. They speak about the reassurance that the childminder gives and how they value this. This helps them when they feel uncertain about things, such as at times of change and when children start toilet training.
- The childminder has a good understanding of her own and children's emotional well-being and manages this effectively. She draws support from other childminders. She completes courses and keeps a comprehensive record of her development. She identifies gaps in her knowledge and makes plans to expand it, such as attending training in the field of autism and special educational needs and/or disabilities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge and understanding of the steps to take should she believe a child is at risk of abuse. She can explain how she would recognise signs and symptoms of abuse. The childminder understands how and where to report any allegations of abuse. The childminder understands aspects of safeguarding such as how to protect children from extreme views. She keeps her safeguarding knowledge up to date through training. The childminder asks all visitors to her home to sign in and out with arrival and departure times. She ensures that children are supervised appropriately inside, outside and when on trips.

What does the setting need to do to improve?

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

- extend children's learning in all child- and adult-initiated activities
- develop ways to incorporate children's different languages into the setting, promoting diversity.

Setting details

Unique reference number	EY454726
Local authority	Leicestershire
Inspection number	10235993
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	28 October 2016

Information about this early years setting

The childminder registered in 2012 and lives in Shepshed, Leicestershire. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children. The Childminder operates Monday to Thursday 8.45am until 5.45 pm, except for bank holidays and family holidays and works with an assistant.

Information about this inspection

Inspector
Angela Eden

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 together of the setting.
- The childminder spoke to the inspector about the intentions for children's learning.
- The inspector observed the interactions between the childminder and the children.
- Children told the inspector what they like to do when they are at the setting.
- The inspector spoke to a parent and took account of the views of parents from written comments.
- The childminder provided the inspector with 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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