

Childminder report

Inspection date: 21 April 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children develop close relationships with the childminder from when they start in her care. This positively impacts their emotional well-being and supports them in feeling safe and secure when exploring the environment. Children have solid friendships. The childminder encourages them to share resources and be caring towards each other. Children happily offer their help and show each other how to do new things. Children enjoy making bubbles from washing-up liquid. They dip different-shaped sticks and objects in the liquid and enjoy waving them in the air and blowing through them. Older children explain to younger children how to make different-sized bubbles, using phrases they have learned from the childminder. They are proud to exclaim they have made 'an invention' as they create bubbles, using curtain rings. The childminder encourages them to practise saying describing words, such as 'tiny' and 'huge'.

Children enjoy singing with the childminder and are confident at sharing their own ideas. For example, while joining in with the words and actions for 'The wheels on the bus', children suggest it could be bats on the bus and flap their arms while giggling. Children listen closely to the childminder and follow her instructions. They follow the childminder's guidance to use good manners and say 'please' and 'thank you'. Children know what is expected of them at different times of the day, including independently washing their hands. They remind each other to use their 'quiet voices' while their friends are sleeping.

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

- The childminder knows the children and their families well. She works closely with parents and carers to meet children's care needs with compassion, including children with complex medical requirements. She finds out what opportunities children have at home and outside of her care and plans to support any potential gaps in their learning and experiences.
- The childminder is well experienced and understands how children learn. She assesses what children already know and can do and focuses on what they need to learn next. She quickly identifies when children may need additional support and puts strategies in place to help them, including seeking advice from other professionals.
- The childminder plans learning opportunities which are based around children's interests. Children develop their hand muscles and improve their knowledge of colours while experimenting with water and food colouring. They squeeze and release pipettes to mix different-coloured water and explain what they think will happen. They squeeze the mixed colours onto kitchen roll, using their imagination to create pictures such as 'unicorns'. At times, the childminder is not clear about what she wants children, as individuals, to learn during planned

experiences. This means that she does not always provide enough challenge for some children and they start to lose focus after only a short period.

- Children behave extremely well and know the childminder's high expectations on behaviour. Children show good attention while listening to the childminder reading books, and they wait until it is appropriate to join in with familiar phrases. The childminder promotes independence from a young age throughout daily routines. For example, children safely use a knife to cut up fruit at snack time. Children persevere when cutting apples and more-difficult food due to the childminder's encouragement.
- Overall, the childminder develops children's communication and language well. She uses simple instructions to help younger children to understand how to hold a paint stick properly. As they draw and colour, she repeats key sounds and models vocabulary. At times, the childminder does not give older children enough time to think about their answers and responses during conversations. Therefore, sometimes, her interactions do not support children to make the most progress possible.
- The childminder supports children to learn about the wider society and the world around them and takes them on trips into the community. For example, children practise their counting skills and develop their confidence by ordering and paying for their own meal at a local cafe.
- The childminder works closely with other providers to share good practice. She seeks out professional development opportunities that aim to support the children in her care. For example, she sourced training to develop her understanding of helping children who may need additional support. She is reflective about the service she provides. She gathers and acts on feedback from parents regularly.
- Parents comment that their children 'thrive' in the childminder's care and say that she offers them 'so many learning opportunities'. They explain how the childminder shares information with them continuously. The childminder works alongside parents to plan ways to help children with the knowledge and skills they need to learn next.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows and understands her responsibilities to keep children safe. She has a clear safeguarding procedure and a thorough understanding of the signs and symptoms a child may be at risk of harm. The childminder accurately records any concerns and knows how and when to make a referral to other professionals, such as social services. The childminder undertakes regular safeguarding training and keeps her knowledge up to date. She checks the suitability of anyone living in the household. The childminder regularly checks the environment to make sure that it is a safe place for children to play. She follows particularly thorough hygiene procedures.

What does the setting need to do to improve?

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

- allow children more time to think and respond during interactions so that they make the most progress they are capable of
- focus more clearly on what is intended for children to learn, to ensure that there is enough challenge for all children when planning learning opportunities.

Setting details

Unique reference number	EY470800
Local authority	Leicestershire
Inspection number	10138441
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	13 May 2014

Information about this early years setting

The childminder registered in 2013 and lives in Glen Parva, Leicester. She operates all year round from 7.30am until 4.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lora Teague

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 the evaluation of the setting.
- The childminder and the inspector had a learning walk together to discuss the learning intentions for children and how the environment is arranged.
- The childminder and the inspector observed and evaluated an activity.
- The inspector observed staff and children of all ages through the setting.
- The inspector held discussions with the childminder regularly during the inspection.
- Parents' and carers' views were taken account of by the inspector.
- A sample of documents was reviewed, including paediatric first-aid certificates, evidence of suitability checks, and safeguarding policies and procedures.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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