

Childminder report

Inspection date:

26 September 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

Good

What is it like to attend this early years setting?

The provision is good

Children access resources of their choice in the engaging learning environment that the childminder creates. The children play with their favourite building blocks and compare the heights of towers they have built. For example, children say, 'This one is taller; this one is shorter.' The low furniture allows the babies to pull themselves up from the floor to stand. They join in play with the older children.

The childminder encourages talk about numbers and colours. When the children talk to each other during play, they ask, 'How many cars have you got?' The children listen and reply, 'I have got two red cars.' The children are resilient when playing. They show good control and coordination as they balance the tower of blocks. When a tall tower falls, they rebuild it, and they are not fazed by the collapse. They say, 'Look at my tower; look at it now; it's super tall and it's not falling over.'

Children learn about their world. They pick fruit from the fruit trees in the garden and grow their own carrots and tomatoes. They show curiosity and ask, 'Why does it rain?' Their understanding grows as the childminder answers their questions. For example, the childminder answers, 'The clouds have become too heavy, and the water needs to come out.' The childminder provides sensory experiences for the children. They play in the sand and touch the different textures and enjoy the feeling of walking barefoot on the grass. The childminder promotes independence, confidence and risk taking. Children jump safely from a frame onto the grassed floor.

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

- The childminder uses children's fondness of play dough to plan activities that develop the children's fine motor skills. The children structure the play dough to build homes for their dinosaurs. They use their fingers and hands to knead the dough and construct their own dinosaurs. They use natural materials to add feathers and spines to their creations.
- The childminder introduces children to good personal hygiene routines. The children understand the importance of washing their hands before eating their snack. For example, they say, 'We wash our hands because the germs might go into our mouths.'
- The childminder supports children to understand healthy food choices. They talk about their likes, for example saying, 'I like hummus and cheese,' and 'I like strawberries and raspberries.'
- The childminder supports the babies' development from crawling to walking. She encourages them to take steps across the garden. The babies take steps on the grass as the childminder holds their hands.

- The babies enjoy sensory play in the sand. They explore dry and wet sand as they fill and empty buckets. The childminder encourages the babies to fill and empty the buckets to develop their coordination skills.
- The childminder talks to the children during their play. When the children reply, their speech is sometimes unclear and difficult to understand. The childminder does not reflect back to the children the correct pronunciation of the words they have said, to help them to develop their spoken English.
- The children respond to the childminder's instruction for 'tidy-up time'. The fixed daily routines mean that children understand expectations. Children show good manners to each other as they ask, 'Will you please pass it to me?' The childminder praises the children's politeness.
- The children prepare for outdoor play following a rainy spell and choose the colour of their waterproof outfits. The childminder encourages decision-making and gives right levels of support. She praises children's independence and skills.
- A unique part of the provider's curriculum is exploration of the outside world. She drives the children in the minibus to areas of local interest within the community and further afield.
- Parents speak highly of the childminder and say how happy their children are in the setting. For example, they say, 'They love learning about nature; they are always out and about.' Another parent says, 'The childminder has made my return to work so easy; my child's arms are stretched out to her in the mornings.' Parents praise the childminder, saying, 'We wouldn't want him to go anywhere else.'
- The childminder works with local primary schools and local early years services. She supports children with special educational needs and/or disabilities, and works with local services to undertake education, health and care plan assessments for children. The childminder works on her professional development using online courses. She also links in with local childminders to share good practice.

Safeguarding

The arrangements for safeguarding are effective.

The children are safe in the childminder's home. There is a safety gate at the bottom of the stairs. The front door is always locked, and the back garden is completely enclosed. The childminder conducts risk assessments to find and remove any potential hazards for children. The childminder knows how to make a referral for abuse or neglect. She understands her role in the 'Prevent' duty. The childminder knows how to raise concerns related to county lines. She keeps records of accidents and injuries. She keeps an attendance record and checks this daily as part of her safeguarding responsibilities. The childminder completes regular training, so her knowledge of safeguarding is up to date.

What does the setting need to do to improve?

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

- model correct speech sounds so that children hear the correct way to say words in daily interactions.

Setting details

Unique reference number	EY481820
Local authority	Leicestershire
Inspection number	10236482
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	0 to 3
Total number of places	6
Number of children on roll	9
Date of previous inspection	3 October 2016

Information about this early years setting

The childminder registered in 2014 and lives in Thringstone, Leicestershire. She operates all year round, from 8am to 6pm Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Jamila Hussain

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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