

Childminder report

Inspection date: 23 May 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 feel safe and secure in this warm, homely setting. The childminder is friendly and caring. She provides a good range of learning opportunities for the children in her care. Children seek out the childminder for reassurance, and for her to join in with them as they play. For example, children snuggle in to listen to stories and they talk confidently about the stories they have heard. The children listen to a story about zoo animals. They are reminded about a recent visit to the zoo and remember the names of animals they saw.

Children benefit from outdoor experiences. They enjoy many walks in the surrounding area. The large spaces give the children the opportunity to be physically active. They develop their core muscles and physical skills as they use climbing equipment and slides at the park. Children also learn about the natural world through visits to the local farm. They learn about ducklings and feed them at the local park. The childminder uses this interest in the activities she provides for children.

Children develop their mathematical skills. They use spoons to scoop and fill pots with dried pasta. They talk about the pots being full and heavy. Children use their fine-motor skills. They connect plastic bricks, pushing them together to make towers and houses.

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

- The childminder has constructed a curriculum that provides children with a wide range of experiences and activities. This is tailored to meet the children's individual needs and address the next steps in their learning. As a result of this, children thrive and flourish.
- Parents speak highly of the childminder. They talk about how the childminder has supported the children's learning in the past. They are familiar with what their children are learning now, and talk about how the childminder supports the children to settle and learn new skills.
- Children benefit from being outside, they have access to the childminder's garden. They catch bubbles, using their core physical skills to jump and pop them with their hands. They practise their hand to eye coordination, throwing and kicking balls with delight.
- The childminder ensures that she keeps up to date with her practice. She attends training to enhance her skills. She attends childminding networks, where she shares good practice with other childminders. She updates her knowledge on safeguarding and first aid in a timely manner. The children benefit from the knowledge the childminder gains. For example, she uses her new knowledge to enhance the learning opportunities she gives children in her care.

- Children develop a wide vocabulary, as the childminder introduces new words. Children name body parts on a doll and look for similarities on their own bodies. However, on some occasions the childminder does not use learning opportunities as they arise to help children to progress further in their learning.
- The childminder has high expectations for children's behaviour. She is consistent in her management of routines throughout the day. As a result of this, children respond well and show kindness and respect to their peers. They respond well to visitors and approach them to share books and toys.
- Children are familiar with the routine during the day, for example younger children learn that they wash their hands in preparation for snack. They find their shoes to go outside, and anticipate when it is time to go for a nap.
- Children are developing a positive attitude to healthy eating. The childminder discusses healthy food during snack times. Children benefit from healthy snacks. The childminder supports parents in promoting healthy choices in the children's lunch boxes, further supporting children's knowledge of what keeps them healthy.
- Children have good opportunities to practise their fine-motor skills. They expertly use tweezers to pick up small farm animals. The childminder links the experiences children have to the outside world. Children use their communication skills as they confidently name animals.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe in her care. She has good knowledge of her responsibilities in protecting children's welfare and can recognise signs and symptoms that may indicate that a child is at risk of harm. She is clear about what action she would take to report any concerns about a child in her care. She ensures risk assessments are completed before she goes on visits in the local environment to ensure that children are kept safe. She is familiar with the 'Prevent' duty guidance and indicators of female genital mutilation. She has a good awareness of how to keep older children safe online.

What does the setting need to do to improve?

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

- consistently extend children's learning during planned activities and interactions to ensure they offer suitable challenge for all children.

Setting details

Unique reference number	EY483181
Local authority	Leicestershire
Inspection number	10231947
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	6
Number of children on roll	10
Date of previous inspection	13 September 2016

Information about this early years setting

The childminder was registered in 2014 and lives in Leicester. She operates her provision all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Stephanie North

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.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to/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 observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- 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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