

Childminder report

Inspection date: 22 January 2020

Overall effectiveness	Good
------------------------------	-------------

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 are happy, confident and relaxed. They have access to two rooms and a garden, which offer plenty of toys and equipment to enhance their learning. Children behave well and are reminded throughout the day to be respectful and kind to one another.

The childminder has strong relationships with parents; this contributes towards a consistent approach for the children. The childminder gathers useful information from parents to enable her to support the children appropriately when they begin at the setting. This supports children to achieve their full potential. The childminder plans a wide range of activities around the children's interests and monitors children's progress when working towards their next steps.

Children have good relationships with the childminder. They are confident to explore the resources independently but know that the childminder is nearby when they need reassurance or a cuddle. Children feel safe. Children are becoming independent. For example, the childminder encourages them to peel their own fruit.

Children benefit from going on many outings in the local area. The childminder ensures children are offered opportunities to go for walks to the local market and choose the fruit that they would like to try that week. This gives children the opportunity to make their own choices.

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

- The childminder has clear expectations of children's behaviour. Children have a good understanding of this. Children are encouraged to be kind to one another, use kind hands, and take turns. For example, children help each other to tidy away ready for their snack. This has a positive impact on children learning to respect and help each other.
- Care practices are well embedded in the daily routines. The childminder promotes personal hygiene. Children routinely wash their hands, and have an accessible low-level sink to do this. They are encouraged to wipe their nose for themselves. This encourages them to be independent.
- Parents speak very highly of the childminder and state that their children have made good progress in their development. One parent commented that the childminder is 'golden'. The childminder shares daily information and ongoing assessments with parents, which supports continuity in care and learning.
- The childminder observes children at play and finds out what they already know and what they need to do next. Children make good progress in their learning. The childminder identifies any gaps where the children need support and plans

her day with activities to help children's progress in those areas. However, at times, the childminder misses opportunities to give children time to consider their responses to her questions.

- Children can experience a broad range of daily activities which cover the seven areas of learning. They engage with coloured cups and sequence them by size and colour. However, the childminder intervenes. She does not encourage children to have a go themselves, which means they miss opportunities to think and problem solve themselves.
- The childminder works closely with other childminders to share ideas. She completes relevant online training to ensure she is kept up to date with any changes. The childminder has completed refresher courses online to ensure she fully understands her responsibilities, which keeps children safe.
- The childminder recognises that she is able to offer valuable experiences to children that are difficult for their working parents to fit in. She takes the children out on several outings to widen their experiences. The children recently went to a local Sure Start event at a park that offered many different opportunities for children to progress with their physical development.
- The childminder teaches children about various festivals, preparing them for life in modern Britain. At snack time, children have pomegranates and mini satsumas, as part of learning about the Chinese New Year.
- The childminder reads familiar stories with the children. Children show excitement during parts of the story and show a good understanding when answering questions from the childminder. The children spend time looking through books and develop an interest in stories. This helps to enhance their literacy skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to keep children safe. The childminder has secure knowledge about the signs and symptoms of abuse. She can recognise when a child may be at risk of extreme views. She is confident about reporting concerns. For example, the childminder ensures she has up to date contact information displayed. The childminder attends regular training, such as child protection, first aid and the 'Prevent' duty. This helps to maintain her knowledge. The childminder reviews her safeguarding policy to ensure it is kept 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:

- improve questioning techniques to allow children, particularly the older ones, time to think and respond in order to express their own ideas

- encourage children's thinking and problem-solving skills by supporting children to have a go themselves.

Setting details

Unique reference number	226761
Local authority	Leicester
Inspection number	10072614
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	3 March 2016

Information about this early years setting

The childminder registered in 1989. She lives in Rowletts Hill, Leicester. The childminder operates all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Victoria Stone

Inspection activities

- The inspector completed a joint observation of an activity with the childminder.
- The inspector completed a learning walk with the childminder to understand how the setting and curriculum are organised.
- The inspector looked at relevant documentation and evidence of the suitability of all persons living on the premises.
- The inspector spoke to the childminder throughout the inspection.
- The inspector spoke to parents to take into account their views of the setting.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020