

Childminder report

Inspection date:

24 February 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

Outstanding

What is it like to attend this early years setting?

The provision is good

Children arrive happy and show their knowledge of the routines of the day. For example, when they enter the childminder's home, they sit on the bottom step of the stairs to take off their shoes. Children show positive relationships with each other and the childminder. They demonstrate that they feel safe and secure.

The childminder has high expectations for children's learning. She plans activities that meet the needs of the different ages of the children in her care. Babies feel the texture of different materials that are, for example crunchy and soft. Older children show their imaginative skills when they use cardboard boxes and tubes to make binoculars. Children have unique opportunities to join in with stories. When the childminder reads to them, they finish familiar sentences, showing their understanding of the story. Children react positively when the childminder writes a shopping list and asks them to make the sounds that represent letters of the alphabet. This contributes to their literacy skills.

Children confidently share their thoughts and ideas with the childminder. They receive gentle reminders to use good manners and learn to share with their friends. Children behave well and are polite.

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

- Since her last inspection, the childminder has completed a formal level 3 childcare qualification. This gives her a good knowledge of how to support children's learning. She extends her professional development further, such as gathering ideas from books. This helps her to support children's mathematical development, such as helping them to understand quantity.
- The childminder uses her curriculum to complement and broaden children's experiences. For example, when children show an interest in farming, she provides them with a toy farm and animals to play with. The childminder spends one-to-one time with children to help them develop skills for future learning. For example, to recognise their name and to develop their early writing skills. Children demonstrate a positive attitude to learning.
- The childminder supports children's communication and language skills well. For example, when she asks them questions, she gives children plenty of time to respond. This encourages children to develop their thinking skills.
- When children first start attending, the childminder gathers information about what children already know and can do and their care routines. She uses this to plan for what children need to learn next and to help them to feel emotionally secure in her care. Children make good progress from their starting points in learning. This includes those who are in receipt of funding.
- The childminder is sensitive to babies' individual needs. She identifies when they

need to eat, sleep and need to be changed. When she changes babies' nappies, she sings a song to them, helping to make this intimate time a positive experience. However, sometimes the childminder does not help children to develop their understanding of why it is important to follow self-care routines.

- The childminder asks children to complete simple tasks. Older children fetch plates for younger children at lunchtime. This helps to give them a sense of responsibility.
- The childminder shares information about children's achievements and what they need to learn next with parents and other pre-schools they also attend. She supports parents to read to their children at home. For example, she gives them books to borrow from the library, to promote their child's literacy skills.
- The childminder provides opportunities for older children to develop their knowledge of how they can keep themselves safe when they use technology to access information on the internet. For example, she reads books that help children to identify the difference between meeting a friend in person and meeting a friend online.
- The childminder supports children's mathematical skills and their understanding of numbers. For example, when she asks children to count objects, she asks them to point to each one in turn. This encourages them to count the correct number accurately. However, on occasions, the childminder does not always support children to solve problems they encounter as they talk and play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes safety checks in her home. This helps to provide a safe environment for children to play in. The childminder finds out about children's dietary and medical needs when they first start. This helps her to promote their good health. She follows safety guidelines, for example, when she prepares snacks for children such as cutting up grapes. This helps to prevent children from choking. The childminder completes child protection training and has a good understanding of the signs of abuse. She knows where to report concerns about children's safety or welfare.

What does the setting need to do to improve?

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

- consistently support children to develop their understanding of self-care routines
- strengthen interactions with children, to extend opportunities for them to consider the problems they encounter in their play and to find solutions to these.

Setting details

Unique reference number	EY442254
Local authority	Rutland Council
Inspection number	10130504
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 6
Total number of places	6
Number of children on roll	11
Date of previous inspection	5 May 2016

Information about this early years setting

The childminder registered in 2012 and lives in Barleythorpe, Oakham. She operates all year round from 8am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- The inspector had a tour of the areas of the premises that children use.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She reviewed a sample of documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children throughout the inspection.

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