

Childminder report

Inspection date:

25 February 2020

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

Inadequate

What is it like to attend this early years setting?

The provision is good

Children enjoy playing outdoors, and the childminder uses this interest to plan enjoyable and stimulating play experiences in the local environment. As a result, children become deeply engrossed in their learning. For example, while walking in the woods, children have great fun developing their physical skills as they paddle in puddles and streams. Children are very curious as they observe living things. They stand and watch with wonder as they closely observe a robin carrying a worm in its mouth. These opportunities support children to learn about the natural world in which they live.

Children are happy and settle very well in the childminder's relaxed and welcoming home. They develop strong relationships with their friends, the childminder and her assistant. The childminder has high expectations for all children's behaviour and learning. Children develop the skills they need for their future learning and for school, when the time comes. They are very independent and are encouraged to take safe risks. For example, children put on their own coats and shoes to go outdoors. They enjoy balancing on logs in the park and learn how to safely walk down a hill.

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

- Since the last inspection, the childminder has improved how she assesses and plans for children's learning. The childminder completes a progress check for children between the ages of two and three years. She provides parents with written reports detailing what children have learned and what they need to learn next. As a result, children are challenged and make good progress in their learning and development.
- Effective partnerships are established with parents. The childminder talks to parents and finds out what children are learning at home. She uses this information to enhance and build upon children's experiences. For example, children develop their social skills while enjoying the new experience of having a snack in the park's café. Parents are extremely complimentary about the childminder and her assistant. They comment on the support they receive, especially with regards to managing children's behaviour. Parents state that their children 'trust' the childminder and enjoy the 'amazing' activities and trips she plans for them.
- Overall, children develop good communication and language skills. They listen to others speaking, confidently answer questions and hear new words as the childminder describes the mud as 'squelching' beneath their feet. However, the childminder does not fully challenge children to share their own ideas and use their growing vocabulary.
- The childminder extends children's mathematical skills very well. She weaves

mathematics through children's play and encourages children to count and to explore shape and size. For example, children identify numbers they see on their walk and count items up to 20. They successfully use their fingers to add numbers, such as seven and six which they know total 13. Children use mathematical language as they describe a 'big' pile of leaves. They describe their walk as being 'long' and are delighted when they announce they have reached the 'top' of the hill.

- Children thoroughly enjoy being physically active outdoors. They enjoy exploring and are encouraged to notice features in their local community. For example, while on a walk, the childminder points out their local school, church and family homes that can be seen in the distance. She tells children the names of new plants growing in the ground and shows children the roots of a tree. However, the childminder does not give children enough time to think for themselves, to offer their own ideas and to explore concepts such as how and why things happen.
- Children behave very well. They follow instructions and really enjoy taking responsibility for simple tasks. For example, children select utensils from a cupboard and lay the table for lunch. They follow good hygiene routines as they wash their hands and they help each other put on aprons. Children learn to care for their environment as they put their used yoghurt cartons into a recycling bin.
- Children develop their literacy skills very well. They select books from the local library and enjoy reading them with the childminder. Children recognise letters they see while on a walk. They confidently sound out letters of the alphabet and identify words that begin with the same letter. For example, children identify the letter 'v'. They suggest that the word 'violin' and 'vase' both begin with the letter 'v'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of how to keep children safe from harm. She keeps her knowledge updated by attending regular training. The childminder has a good knowledge of child protection issues and the signs and symptoms that may indicate a child is at risk. She is aware of who to contact to report her concerns about a child's safety and well-being. The childminder identifies and minimises hazards in her home and garden. She supervises children well and all checks have been completed to make sure her assistant is suitable. Children are safe and secure in her care.

What does the setting need to do to improve?

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

- focus more on helping children to develop and share their own ideas and rich

vocabulary

- give children more time to think for themselves, to offer their own ideas and to explore concepts such as how and why things happen.

Setting details

Unique reference number	225362
Local authority	Leicestershire
Inspection number	10123653
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	21 August 2019

Information about this early years setting

The childminder registered in 1996 and lives in Loughborough, Leicestershire. At times, she works with an assistant. The childminder operates all year round from 7am to 6pm Monday to Friday, except for bank holidays and family holidays. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Dianne Adams

Inspection activities

- The inspector observed the quality of the education programme during activities indoors and outdoors. She assessed the impact this has on children's learning and development.
- The inspector undertook a learning walk with the childminder and looked at relevant records, documents and policies.
- The inspector completed a joint evaluation of an activity with the childminder and spoke with children during the inspection.
- The inspector held a number of discussions with the childminder. She looked at evidence of the suitability of persons working and living on the premises.
- The inspector took account of the written views of parents provided by the childminder.

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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