

# Childminder report

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Inspection date: 11 March 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## What is it like to attend this early years setting?

### The provision is good

The childminder has high expectations for children's learning. For example, she helps them to develop their understanding of insects. Children listen to stories about a caterpillar and have opportunities to be creative. They are keen to use glue, tissue paper and paint to create artwork that represents butterflies and caterpillars. Children show a positive attitude to learning.

Children learn how to manage their feelings and behaviours. They enjoy playing games with the childminder where they learn how to share and take turns. Children begin to use language such as 'my turn' and 'your turn'. They show positive relationships with the childminder. Most children are happy to arrive. If they are unsettled, the childminder quickly uses distraction and talks to them to help them to settle quickly. The childminder supports children when they face changes in their lives. One example of this is when she talks to children about who will collect them at the end of the day. This helps them to feel safe and emotionally secure.

Children are confident and keen to share their abilities with visitors. They ask visitors to watch them as they jump over objects on the floor and attempt to jump on one leg. They show a sense of pride in their achievements.

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

- The childminder makes the most of daily routines and children's play to support their mathematical development. For example, when she helps a younger child to take off their coat, she counts 'one hand, two hands'. This contributes to their early understanding of numbers. The childminder helps children to compare the objects they play with, such as 'big', 'medium' or 'little'. This helps children to develop their understanding of the language used to describe size.
- The childminder actively promotes positive behaviour. She gives children gentle reminders if they forget to use manners. She praises children for their achievements, verbally and by clapping her hands. Children begin to learn what is expected of them and are polite.
- The childminder knows children well. She uses her close interactions with children and daily routines to support their social and emotional development. This helps children to be confident and develop the skills they need in preparation for future learning.
- When children first start, the childminder finds out information from parents about what their children already know and can do. This, along with her own observations, helps her to plan for children's progress. The childminder uses her curriculum to plan activities to promote children's interests. She also gives children time to explore, investigate and lead their own play. Children make good progress from their starting points in learning.

- The childminder works well in partnership with other early years settings that the children also attend. She shares information about children's learning and development to help promote consistency in the learning experiences they receive.
- The childminder shares children's photographs with parents and provides information about what their children need to learn next. She supports parents to continue children's learning at home, for example to help develop children's speaking skills and to develop a love of books.
- The childminder gives children simple tasks to complete, such as to tidy away toys before they get others out. This helps to give children a sense of responsibility.
- The childminder provides opportunities for children to develop their physical skills. Children have fun when they copy the childminder to complete actions to songs. They stamp their feet, jump and shake their hands and feet. However, occasionally, the childminder offers children adult-led activities one after the other. As a result, they do not consistently remain focused and get the most out of the learning experience offered.
- The childminder does not make effective use of professional development to enhance her already good interactions with children even further.
- The childminder supports children's speaking skills well. She repeats the words children say, to help them to hear the correct pronunciation. She gives children plenty of time to respond to the questions she asks them, contributing to their thinking skills.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder uses safety equipment in her home to stop children accessing certain rooms unaccompanied. This contributes to their safety. When children first start to attend, the childminder obtains information about their dietary and medical needs. This contributes to helping her to meet their good health. The childminder is able to identify the signs that may suggest a child is at risk of harm. She knows where to report concerns about children's safety and welfare. The childminder shares her policies and procedures with parents. This helps them to understand how she will keep their children safe.

## What does the setting need to do to improve?

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

- consider how adult-led activities are matched to children's stage of development to extend their listening and attention skills
- strengthen professional development to build further on interactions with children, to help them to achieve the best possible progress.

## Setting details

<b>Unique reference number</b>	EY136990
<b>Local authority</b>	Rutland Council
<b>Inspection number</b>	10130503
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	12 May 2016

## Information about this early years setting

The childminder registered in 2002 and lives in Oakham. She operates all year round from 7.30am until 5.30pm, Monday to Wednesday, 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 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.
- The inspector took account of the views of parents through discussions and reading written feedback provided.

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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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