

Childminder report

Inspection date: 9 March 2020

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 benefit from the unique opportunity to play and explore within a group of different-aged children in a homely and welcoming environment. The childminder and her assistant nurture children well and are dedicated to helping them to become confident and resilient young people. Children can explore the childminder's home in the confidence that they are being kept safe. The childminder has taken steps to ensure children are safe from harm. For example, a stair gate has been erected so children can independently access the bathroom without having to be escorted. This contributes to their growing self-care skills.

Children are happy and settled in the care of the childminder and her assistant, who are fun and welcome them into the family home. The childminder and her assistant quickly establish strong emotional attachments with children. This helps children to feel secure. Children are confident and lively talkers. They articulate themselves well with visitors and use rich vocabulary. The childminder and her assistant have high expectations for children. They value what children have to say and, equally, encourage children to listen to adults and their peers when they speak. Children of all ages behave well and play harmoniously together. They are supported by the childminder and her assistant, who help them to manage their own emotions and to start to recognise the feelings of others.

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

- The childminder and her assistant are proactive in developing their professional knowledge and skills to help improve outcomes for children. The assistant has used knowledge gained in training to help children to strengthen their speaking skills. The childminder has developed her knowledge of how some children have specific styles of learning.
- The childminder and her assistant know children well. They provide activities that are based around children's interests, current seasons or what children need to learn next. Regular observations and assessments help the childminder and her assistant to monitor what children already know and to ensure there are no gaps in their learning. This means children make good progress towards the early learning goals in readiness for school.
- The childminder has a good understanding of what children are interested in. For example, children of all ages show high levels of interest and curiosity when provided with planned activities. Younger children explore the texture of dough. Older children use tools such as cutters and rolling pins creatively. The childminder and her assistant encourage children to identify the various colours and shapes. They foster children's imagination by helping them make various models with the dough. Children share and take turns well with the resources available.

- The childminder places an extremely high priority on supporting children's health and well-being. She is highly vigilant towards children's individual dietary needs and she encourages high levels of healthy hygiene practices. For example, on arrival at her setting, the childminder ensures visitors wash their hands to remove any traces of food that may cause allergic reactions.
- The childminder gets to know children and their families well. This helps her to identify any areas where children would benefit from experiences to enrich their lives. For example, she recognises the benefit of children in her care getting good opportunities to mix with children of all ages and to learn the skills of sharing and caring. These skills are essential for future learning and development.
- The childminder provides children with plenty of opportunities to explore the outdoors, engage in physical activity and meet new people. She organises regular trips to local shops, the woods and parks where children can explore different birds.
- There is a wealth of resources, toys and games for children to choose from throughout the setting. However, occasionally in the playroom, children are overwhelmed by the sheer volume of choice and this results in their play being not as focused as it could be.
- The childminder and her assistant help to promote children's communication and language skills well. They talk to children as they play with them. They skilfully adapt their language for the age and stage of the child. For instance, they use good questioning techniques for older children and give them time to respond to questions. However, very occasionally, the childminder and her assistant do not fully challenge and extend the learning of the different ages of children as they play.
- The childminder has developed good partnerships with parents. She regularly shares children's learning records with them and holds daily discussions to identify children's changing needs. Parents comment on the high level of care and the professional way the childminder and her assistant conduct themselves in their roles.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have accessed safeguarding training. They have a good understanding of how to keep children safe, the indicators of abuse and how to protect children in their care. They are aware of the signs that may indicate a child is at risk of harm and a good understanding of local safeguarding procedures to report concerns. The childminder risk assesses her home to help to ensure children play in a safe environment. She is hygienic in her practice. For example, she washes her hands before preparing food.

What does the setting need to do to improve?

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

- make best use of the opportunities to challenge children's learning to the highest levels
- consider the environment to help children to focus their independent play, to enable them to get the most out of their experiences.

Setting details

Unique reference number	EY363250
Local authority	Leicestershire
Inspection number	10064478
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 12
Total number of places	12
Number of children on roll	23
Date of previous inspection	5 August 2015

Information about this early years setting

The childminder registered in 2007 and lives in Hinckley, Leicestershire. She operates all year round from 7.45am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She works with an assistant. The childminder offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Sharon Alleary

Inspection activities

- The inspector observed the quality of education during activities indoors and assessed the impact this has on children's learning.
- The inspector held a discussion with the childminder and her assistant to understand how the early years provision and curriculum are organised.
- The inspector completed a joint evaluation of an activity with the childminder and her assistant.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through 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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