

# Childminder report

---

Inspection date: 11 March 2020

---

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Requires improvement
--	----------------------

## What is it like to attend this early years setting?

### The provision is good

Children show confidence as they introduce themselves to the inspector. They tell her that they enjoy attending the setting and like to play games such as hide and seek with the childminder. There are warm attachments between children and the childminder. They bring her books to read to them and sit on her knee as she does so. After listening to a story about an elephant called Elmer, the children demonstrate their creativity. They concentrate well as they use a variety of art and craft materials to create colourful pictures of the elephant. Children confidently mix paints together to create new colours. They excitedly discuss the changes that they observe.

Children are safe, happy and well cared for in this relaxed, home-from-home environment. They help write 'golden house rules'. This means that they are aware of the childminder's high expectations for their behaviour. Children learn to be kind and respectful. They are polite, have good manners and follow instructions. Children have good opportunities to make independent choices in their play as they select from the wide range of resources and follow their interests. They become absorbed in sending marbles down a run, seeing how fast and how far the marbles can travel. Children show good mathematical awareness. They confidently count the marbles as they play.

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

- The childminder works closely with parents to help children to settle and to feel secure in her home. She gains information about children's interests, experiences and development to help her gain an overview of children's starting points. The childminder has a good understanding of what children need to learn next. She plans activities to help children achieve their next steps in learning.
- The childminder shares children's progress with parents through written observations, photographs and accurate assessment checks. She provides home learning packs for parents to share with their children. This supports and extends learning outside of the provision. The childminder works in partnership with other settings children attend. They share information about children's learning and development, which ensures continuity of care and learning.
- Children demonstrate a positive attitude to learning. They have good opportunities to explore books and listen to stories. The childminder reads to children, talking to them about the different things they see in the pictures. She provides children with props to help bring stories to life. However, the childminder misses some opportunities to extend older children's early literacy skills. For example, when children hold game cards with words on them upside down, the childminder does not correct their mistake.
- The childminder's home is clean and she takes relevant action to prevent the

spread of infection. Visitors to the childminder's home are asked to use hand sanitiser before entering the property. Children manage their own personal needs. They confidently use the bathroom and know that they need to wash their hands with warm soapy water.

- Children have plenty of opportunities to play outside in the childminder's garden. They walk to and from school each day and regularly take the childminder's dog on walks. Older children comment in written feedback that they enjoy trips to the local park. Children benefit from plenty of exercise and fresh air. They develop a good range of physical skills to support their healthy development.
- The childminder reflects on her practice and implements changes she needs to make to raise the standards of her provision. She seeks the views of parents and children so they have a voice in what she provides. However, she does not focus sharply enough on her professional development. This means that she does not broaden her existing knowledge and raise the quality of her practice to the highest level.
- The childminder offers a range of activities, visits and outings to enrich children's learning experiences. Favourite outings include going to shops and cafes and trips to the city centre to see the Diwali lights. The childminder also takes children to visit older people in the community. Children tell the inspector that they like to see the toys that the older people used to play with when they were children. They eagerly show the inspector pictures of them holding an antique doll. These visits help to broaden children's experiences and help them to learn more about the area where they live.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is alert to the different types of abuse and knows who to contact if she has any concerns about a child's safety or welfare. The childminder helps children to understand when they might be at risk. She explains to children about how to keep themselves safe when using the internet. The childminder completes daily risk assessments to check on all aspects of her provision. This helps her to ensure that her home and resources are safe and suitable. The childminder is confident of the correct procedures to follow to report any allegations or incidents.

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

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

- make better use of opportunities within play to develop older children's early literacy and reading skills
- enhance the programme of professional development to build on skills and knowledge even further.

## Setting details

<b>Unique reference number</b>	EY410305
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10096232
<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>	3 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	4 February 2019

## Information about this early years setting

The childminder re-registered in 2011 and lives in Earl Shilton, Leicestershire. She works with her husband, who is also registered as a childminder. The childminder operates all year round, from 7.30am to 7pm, Monday to Friday, except for the bank holidays and family holidays. She holds an appropriate early years qualification at level 5.

## Information about this inspection

### Inspector

Teresa Lester

### Inspection activities

- The inspector spoke to children and read written statements from parents and children to gain their views of the childminder's provision.
- The inspector completed a learning walk across all areas of the childminder's home used by children. The inspector spoke with the childminder and her assistant to gain an understanding of how the early years provision is planned and the curriculum is implemented.
- The inspector completed a joint observation with the childminder. The inspector and the childminder evaluated the teaching and learning that took place.
- The inspector held a meeting with the childminder. She reviewed relevant documentation, such as evidence of suitability and training.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2020