

Childminder report

Inspection date: 30 July 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and full of enthusiasm. They are eager to learn and take advantage of writing opportunities. Children giggle as they talk to their friends about the drawings they have made using the crayons, pens, and pencils. Children learn how to keep themselves and others safe. They are sensitive to the needs of each other and remind one another to 'be careful' when babies are close by. Children build strong and meaningful relationships with their friends. They show great kindness and warmth when they see that their friends are unsettled and are respectful of each other's feelings. Children receive lots of welcomed praise and this supports their understanding of how to behave. Children are emotionally secure, they develop a love of learning and make good progress in their development. They lead their own play and have the confidence to investigate and explore the activities on offer. Children benefit from a well-designed and ambitious curriculum that is centred around their personal experiences. They learn about number, size, and quantity when they play the 'posting game' with their friends. Children develop good concentration skills as they try several times to push the letter through the posting hole.

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

- The childminder values the relationships she builds with parents. She regularly talks with parents to gain a deeper understanding of children's home lives. The childminder supports parents to promote children's learning at home. She does this by providing ideas of how to support toilet training, behaviour, and language development. Parents describe the childminder as a great role model and are thankful for the extra support they receive.
- Children play harmoniously together. Their imaginations flourish as they create a made-up activity from a tub of coloured feathers. Children throw the feathers up into the air and try to catch them as they float to the floor. The childminder offers support to children by showing them how to hold their hands like a cup to catch more feathers. The childminder offers praise and claps when children catch a feather in their fingers. Children are confident and develop a sense of pride because of the childminder's positive interactions. The childminder increases children's enjoyment as she gives them praise and joins in with their play.
- The childminder understands the importance of outdoor play. She recognises that not all children have access to a garden at home. Therefore, she plans experiences to ensure children are physically active. She provides opportunities to develop motor skills and good health. Children assess small risks for themselves when they use the tree-swing in the garden. They develop balance and climbing skills on the obstacle course and when using the steps to get to the slide.

- The childminder supports children to develop their language and communication skills. She provides new vocabulary and role models how to ask questions and make requests. For example, when toddlers make noises to communicate, she asks them 'would you like me to pass you a pencil crayon?'. The childminder has taken steps to support children who speak English as an additional language. She has added images and words to toy boxes and has visual aids to help children choose which toys they would like to play with.
- Children learn about and celebrate different events throughout the year. The childminder reads stories, such as the story of 'Rama and Sita', to extend children's knowledge and provide a deeper meaning to those celebrations. However, the childminder does not always support children enough to share and celebrate with others, their own heritage and diversity and what makes them individual and unique.
- The childminder gathers information about what children can do from their parents. She plans experiences for children based on their interests and emerging needs. Children are eager, inquisitive, curious learners and enjoy challenge. As a result, all children make good progress in their development. However, the childminder has not yet established partnerships with nurseries children attend to gather and share information about their progress and next step in development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands how to keep the children in her care safe from harm. She knows how to identify and respond to any signs that may suggest a child is at risk of harm. The childminder is fully aware of the 'Prevent' duty. She knows the correct course of action for reporting concerns. The childminder knows the procedure to follow if there is an allegation made against herself. The childminder completes risk assessments, identifies hazards and takes steps to minimize risks to children. She holds a current paediatric first-aid certificate and this enables her to deal with minor accidents.

What does the setting need to do to improve?

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

- improve opportunities for children to learn about the diversity, beliefs, cultures, and traditions of others
- develop partnerships with other settings children attend, to support them to make the best possible progress.

Setting details

Unique reference number	EY546132
Local authority	Leicester
Inspection number	10109260
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Leicester. She operates all year round from 7.30am to 6pm, Monday to Friday, except for the bank holidays and family holidays.

Information about this inspection

Inspector

Chantell Walker

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector and the childminder carried out a joint observation of an activity.
- The inspector viewed a sample of documentation, including the suitability of household members.
- The children and the childminder spoke with the inspector during the inspection.
- The inspector spoke to parents and took account of their views.
- The inspector and childminder discussed the curriculum intent and how this supports children's learning and development.

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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