

# Childminder report

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Inspection date: 30 September 2021

<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	Not applicable

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

### **The provision is good**

Children thrive in this calm and nurturing environment. They happily explore pine cones and buttons to learn about mathematics, as they fill and empty containers and are taught to count. Children are taught through their own interests to develop new skills. They make good progress in all areas of learning. Children listen, follow instructions and solve problems, which enables them to complete tasks on their own. They have opportunities to practise what they can do and benefit from positive relationships with the childminder.

Children feel safe and secure as they share toys or ask for a cuddle, which the childminder responds to with praise and affection. This gives children confidence to try new things. There are high expectations for the children to become involved in the routines of the setting, for example, children tidy away toys, prepare snack and wash up.

Children behave very well. They have excellent manners and a positive attitude to learning. For example, children persevere when squeezing paint onto a tray and when offered help state, 'No thank you, we never give up.' This shows children are encouraged to develop persistence and determination in their own capabilities.

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

- Children are provided with a range of opportunities to discover the outdoors. For example, children visit the local woodland and parks, where they collect conkers, climb and explore new ways to move. The children are then supported by the childminder to use these experiences, to develop their imagination and learn to experiment as they play.
- Children practise counting in all aspects of their play. For example, they compare sizes of breadsticks during snack time. Children then put different sized objects into containers and the childminder teaches them the appropriate mathematical language of size and shape. This challenges children to problem solve when developing their understanding of mathematical concepts.
- The childminder knows what children need to learn. She knows the children and their families well. This knowledge is used to plan exciting play-based activities. For example, children experiment with colour and texture, by painting pumpkins with different utensils. This enables children to try new experiences.
- Parents speak highly of the setting, especially the childminder's enthusiasm and the love she provides. They feel children have opportunities to develop socially, due to the additional groups they go to. Parents ask the childminder for advice and support, based on her experience, to help them at home. The childminder knows how to seek support from other professionals for children who may have additional needs.

- Children follow instructions well and show good understanding. They are supported to develop their independence. For example, the childminder shows children how to blow their nose and wash their hands. Children understand why they do this and state, 'to get rid of germs'.
- Children show good focus and attention. The childminder uses a range of techniques to engage children and keep their interest, by linking pieces of information previously learned. This is particularly effective when she pauses for children to finish sentences or gives them choices. She listens attentively and gives lots of praise. This makes children feel valued and builds their self-esteem.
- Children enjoy sharing books and telling stories. The childminder uses these opportunities for children to develop communication skills and how to express emotions. For example, children practise using their angry face and happy face to reflect situations in a story. This helps them develop understanding about emotions. However, sometimes, the childminder does not give children enough opportunity to speak or ask questions. This limits the progress children make when learning new words or when constructing sentences.
- Occasionally, the childminder tries to cover too many aspects of learning during activities. This means the specific skill that needs to be developed is not fully explored by the child. For example, when learning about colours and exploring paints, the childminder fills the table with too many resources and over complicates her language. This, sometimes, limits children's exploration and learning of specific skills.

## Safeguarding

The arrangements for safeguarding are effective.

Children are safe and well looked after. The childminder understands the procedures to follow if an allegation of abuse is made about her or her family. She understands, and can explain, how to recognise signs of abuse and when a child may be at risk from harm. This includes children being exposed to extremist views or beliefs. The childminder knows how to report any concerns she may have. She regularly risk assesses the learning environment and ensures children are never left unsupervised. The childminder knows how to keep children safe online and educates them and their families about the potential risks.

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

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

- provide more opportunities for children to practise new words within play
- simplify activities to focus more precisely on specific skills, to enable more progress to be made.

## Setting details

<b>Unique reference number</b>	EY562837
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10191428
<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>	1 to 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder was registered in 2018 and lives in Loughborough, Leicestershire. She operates all year round from 8am to 5.30pm, Monday to Thursday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

## Information about this inspection

### Inspector

Donna Edwards

## Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the childminder.
- The childminder and inspector completed a learning walk together and discussed how the curriculum supports children's learning.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector observed a range of activities and assessed the quality of education and the impact on all children's learning and development.
- The inspector carried out a joint observation with the childminder.
- The inspector took account of parents' and children's views during the inspection, by speaking to them.
- The childminder provided the inspector with a sample of key documentation on request.

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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