

# Childminder report

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Inspection date: 27 October 2021

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

### The provision is good

Children smile and chatter as they play alongside each other in the friendly home-from-home environment. The childminder and her staff model positive behaviour effectively, which children observe and copy. They help children to understand how to share and take turns when playing alongside others. Children understand and respect the routines and rules in place because they receive consistent messages. They make sure they do not use the toys that are set aside for babies and they tidy up an activity before getting another one out.

Children speak a range of different languages and are at different stages in their use and understanding of English. They listen to and watch the childminder and her staff attentively who, as they speak, use pictures or actions to support the words they are saying. Children's vocabulary and understanding of English is growing. They hear a wide range of words, such as 'hibernation', that are explained to them clearly and at an appropriate level. During the autumn, children learn about Halloween. Children who speak English as an additional language recognise and confidently name a pumpkin, a bat and a cat as they join in with a story. Children confidently seek and ask for support from the childminder and her staff. For example, children seek support when they use the toilet and need help with washing their hands afterwards. Babies develop their communication skills effectively. They make eye contact and babble as the staff speak to them.

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

- The childminder and her staff understand that children need to build on what they have learned and experienced in the past to help them to achieve in the future. For example, from an early age, they encourage children to take off their own trousers for a nappy change. This is a skill that the children will need when they eventually use the toilet independently or change their clothes for physical education lessons when they start school. The childminder and her staff prepare activities that children at different developmental stages can join in with and learn a variety of skills from. For example, during a collage activity, two-year-old children learn how to spread glue. They understand that each leaf they want on their picture needs glue on it. Older children experiment with the textures of the leaves. They learn that snapping and crumbling the dried leaves gives their collage a different textured effect.
- The childminder has a strong commitment to developing her service and keeping her knowledge up to date with current practice in her early years work. She and her staff access training and reading materials to achieve this. They adapt and change the way they work as a result. For example, they increasingly use the individual starting points of each child to develop their learning further. However, occasionally, they do not recognise how to engage and involve all

children in spontaneous activities and build on their interests so that children learn as much as they can.

- The childminder has a keen focus on supporting children's communication and language development. The childminder and her staff work well with children and parents who speak English as an additional language in addition to children who are reluctant to speak. They liaise with parents to find out about how children use language at home. This helps them to assess whether there is a cause for concern about a child's communication and language development. They know which services can support parents if extra help is needed for their child.
- Great care is taken by the childminder to make sure she has the information she needs to help children to settle in to her setting. Babies' feeding and sleep routines are followed carefully. The childminder collects personal and cultural information about all the children from their parents. She makes sure that she celebrates festivals and special occasions that are meaningful to the children and their families. Each child's birthday is celebrated to help children to experience feeling special. This also helps the other children to begin to understand about celebrating with others. The childminder and her staff embrace the faith celebrations and customs of the children who attend. For example, Diwali is celebrated, as is the Polish tradition of 'Fat Thursday' before Easter.
- Children are well supported to develop good habits. At mealtimes, they sit together at the table and eat and drink sensibly. At least one staff member is with them to offer help and praise and to initiate conversation with the children. Older children speak confidently about fruit and vegetables being good for their health. They understand that this helps them to become strong. Younger children watch and listen with interest as they develop their knowledge of healthy food.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder provides a safe and secure environment for the children in her care. She understands her role and responsibilities as a childminder to protect children. She and her staff understand the procedures they must follow should they have a concern about a child, or about a staff member working with the children. They confidently describe indicators that would cause them to be concerned for a child's safety and well-being. All staff who work with children have a current paediatric first-aid qualification to enable them to provide immediate treatment in the event of a child being injured.

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

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

- develop all staff's skills so that they consistently recognise when and how to extend children's learning during spontaneous activities
- help staff to build on children's interests so that all children are involved in play activities.

## Setting details

<b>Unique reference number</b>	226534
<b>Local authority</b>	Leicester
<b>Inspection number</b>	10212701
<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>	0 to 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	29
<b>Date of previous inspection</b>	8 November 2016

## Information about this early years setting

The childminder registered in 2000 and lives in Leicester. The childminder holds an early years qualification at level 6 and employs two assistants, who each hold an appropriate early years qualification at level 3. She operates all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded nursery education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Joanne Smith

### Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed the childminder's intentions for children's learning.
- The inspector spoke to the childminder and her assistant at appropriate times during the inspection.
- The inspector observed the interactions between the childminder, her assistant and the children.
- The childminder provided the inspector with a sample of key documentation.

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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