

Childminder report

Inspection date: 13 May 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

Children are happy to arrive at the childminder's home. They show that they feel safe and secure. For example, they follow routines in the day. When children arrive, they take off their shoes and hang their coats on their allocated peg. Children show kindness to their friends. When they play in the childminder's garden, they take it in turns to fill watering cans from an outside tap. They are keen to explore the resources available to them. Children use spades to scoop sand to fill containers. They show good hand-eye coordination.

The childminder knows the children well. She provides opportunities for children to be creative. When the childminder dances, she encourages children to find objects to make music. Children use rolling pins to bang on an upturned plastic bowl to make sounds. They swap with the childminder and laugh with their friends when they move their bodies in different ways to music, being physically active. Children understand language that describes size. They tell the childminder which object is taller and which one is short when they are asked. Children are supported to understand about equality. When they tell the childminder that girls cannot wear pretend builders' hats, the childminder talks to them about both boys and girls being able to be builders.

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

- The childminder supports children's communication and language skills effectively. She introduces words that describe what she is doing, such as 'squeeze' and 'tap' when she shows children how to manipulate dough. This helps to extend children's vocabulary. The childminder asks children a good range of questions to encourage their thinking skills. For example, when children make pretend pizzas, the childminder asks them who they are making them for. This encourages children to talk about family members who live with them.
- The childminder works closely in partnership with parents to identify children's abilities and to plan for what they need to learn next. This shows a united approach to supporting children's development. Parents comment positively about the childminder. They say that their views are always listened to and implemented.
- The childminder has completed a level 6 childcare qualification since her last inspection. This has helped to extend her knowledge of how children learn. The childminder attends other relevant training courses to extend her knowledge of how the COVID-19 pandemic affects children's development. Because of this, she takes children to places of interest in the community, such as to the library, park and shops. This helps children to develop their social skills in a variety of different situations and contributes to them developing skills for their future life.
- When children first start attending, the childminder supports their emotional

well-being well. She invites them to attend settling-in sessions. This gives children time to get to know the childminder and her home.

- The childminder uses good manners when she speaks to children. She gives children gentle reminders to do the same, to be polite. The childminder has rules and boundaries in her home. One of these is for children to tidy away toys after they have finished playing with them. However, the childminder does not support children to do this consistently. This limits children's opportunities to develop a sense of responsibility to take care of their learning environment.
- The childminder provides opportunities for children to follow their interests in play. Children are creative when they pretend to go to the shops to buy fruit and vegetables. The childminder helps children to develop their counting skills during these play experiences. For example, when she pays for her shopping, she asks the children to count the number of coins they give her in change.
- The childminder shares information about children's development with other early years settings that they also attend. She complements the experiences children receive in other settings. For example, when children learn about oral hygiene, the childminder provides opportunities for children to learn about healthy foods. This contributes to their understanding of a healthy lifestyle.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has attended safeguarding training. She can identify the signs and symptoms of abuse. This includes being able to recognise if children or parents are being drawn into radicalisation or extreme views and beliefs. The childminder carries out risk assessments in her home to reduce hazards for children. She has an electronic doorbell that allows her to see visitors to her home before she lets them inside. This helps to promote children's safety. The childminder helps children to understand how they can keep themselves safe. For example, she talks to them about road safety when she walks with them in the street.

What does the setting need to do to improve?

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

- strengthen the consistency of supporting children to develop a sense of responsibility to take care of their learning environment.

Setting details

Unique reference number	EY286904
Local authority	Leicester
Inspection number	10138421
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	3 to 4
Total number of places	6
Number of children on roll	2
Date of previous inspection	20 November 2014

Information about this early years setting

The childminder registered in 2004 and lives in Leicester. She operates all year round from 8am until 5pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate level 3 qualification and occasionally works with assistants. The childminder provides occasional overnight care.

Information about this inspection

Inspector
Hayley Ruane

Inspection activities

- This was the first routine inspection the childminder 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 their evaluation of the setting.
- The childminder and the inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She reviewed a sample of documentation.
- Written feedback from parents was reviewed by the inspector, who took account of their views.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022