

Childminder report

Inspection date: 6 July 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are confident as they arrive and settle quickly into the childminder's home. They show that they feel safe and secure. Children are encouraged to be independent and receive little or no support from the childminder to take off their shoes when they arrive. Children show a sense of pride in their achievements. They are keen to show visitors their artwork that is displayed, pointing to a flower and butterfly picture they have created. Children play cooperatively together, such as when they roll toy cars to their friends.

Children are excited to play in the childminder's garden, where they are physically active. They show good balance and coordination when they sit on space hoppers and tell the childminder 'look, bouncing'. Children squeal with excitement when the childminder introduces bubble mixture. They are invited to run and jump to try and pop the bubbles in the air. Children have opportunities to learn how plants and food grows. They help the childminder to water tomato plants and learn that when the tomatoes are red, they can eat them. The childminder encourages children to solve problems. For example, when children show an interest in a road track, she asks them to work out how to fix the pieces together.

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

- The childminder extends her professional development. She completes relevant online training courses to help extend her knowledge of how to support children's communication and language skills. For example, she recognises the importance of reading children the same books. This is to help them to become familiar with a story, to talk about it, and to remember what happens on the pages.
- The childminder shares information with parents about their children's development. She supports parents to continue their children's learning at home, such as encouraging children to do things for themselves. This helps to promote consistency for children between home and the setting. Parents say that the childminder is professional, organised and always communicates with them in advance of anything that involves the care of their children.
- The childminder has noticed that since the COVID-19 pandemic, some children are less confident to mix with other people. To help with this, she provides children with experiences to help develop their social skills. For example, she takes them to toddler groups regularly, where they can mix with other adults and children.
- The childminder helps children to understand how to share the toys they play with. For example, when two children want to sit in a ride in car, she asks them to wait for their turn. However, when children become upset when they have minor disagreements, the childminder does not support them to understand

their own feelings and emotions and those of other children.

- Children are offered healthy foods at mealtimes to promote a healthy diet. They learn key skills to help them in readiness for future learning. For example, the childminder shows younger children how to use a knife safely to cut up banana. Children listen well and follow instructions.
- The childminder knows children well and the experiences they will be having. For example, when she finds out that children will be going to the beach, she provides them with opportunities to be creative with sand and water.
- Children make good progress in their learning. The childminder observes children to identify how to build on their existing skills. However, during some planned activities, she does not fully implement her plans or make the most of available learning opportunities. This means that children are not always engaged in learning and do not develop as much as they could.
- The childminder encourages children to develop a love of books. She has a range of different books that are easily accessible and meet the needs of the children in her care. For instance, these include hard backed picture books for younger children and story books for older children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder maintains a safe and secure home. She locks her doors, and gates are securely bolted in the garden. This stops other people from entering her home. The childminder maintains a first-aid qualification. She has a first-aid box in her home and takes one on outings. This gives her the knowledge and equipment to act appropriately in the event of an emergency. The childminder understands her responsibility to safeguarding children. She can identify the signs and symptoms of abuse, including if children are being drawn into radicalisation. She knows where to report concerns about children's welfare, to promote their safety.

What does the setting need to do to improve?

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

- build on the support children receive to increase their understanding of their own and others' feelings and emotions
- implement planned activities more thoroughly and make the most of the planned learning opportunities.

Setting details

Unique reference number	EY396780
Local authority	Leicester
Inspection number	10138419
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	2 to 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	25 June 2015

Information about this early years setting

The childminder registered in 2019 and lives in Leicester. She operates all year round from 7.30am until 5.15pm, 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.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the childminder has 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 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 and evidence of the suitability of persons living in the household.
- 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.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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