

Childminder report

Inspection date: 2 August 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and have a positive relationship with this caring childminder. They show that they are safe and secure in her home as they confidently move freely from room to room choosing the toys and resources that they want to play with. Children snuggle close to the childminder and pretend to feed dolls using bottles. She extends this and helps them to feed the dolls, using a spoon to help develop their hand-to-eye coordination. The children enjoy this play and use their imagination. They say, 'The babies are having dinner'.

Children behave well and are eager to join in with activities the childminder provides. They spend long periods of time concentrating on what they are doing. This is evident as children use play dough. They squeeze the dough using their fingers and hands. They roll the dough and press down on cutters with their hands to reveal shapes. This helps them to develop their small muscle skills effectively. Children are creative and manipulate the dough to make fireworks. They become excitable about their creations and shout, 'The firework goes bang'. The childminder talks to the children about fireworks and introduces the word 'swish' to explain how they sound in the sky. This helps to extend children's vocabulary.

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

- The childminder implements a curriculum that helps children's future learning. She takes into consideration children's interests. For example, children love drawing. They use felt pens with control and make circles and straight lines. Children talk to the childminder about their drawings, telling her the drawings are 'daddy'. Children are developing the physical and early writing skills needed in preparation for school.
- The childminder promotes children's language skills well. She provides a language-rich environment where they hear new words regularly. For example, the childminder gives children a running commentary of what they are doing to help them to understand words. She repeats words as children say them incorrectly, helping them to hear the correct pronunciation. The childminder encourages children to sing songs and listen to stories, to help extend their vocabulary.
- The childminder has good relationships with parents. She talks to them at drop-off and collection times about what their children are doing. The childminder explains her learning intentions to parents so they can help their children at home if they wish. However, she does not gather information from parents before their children start. This means she cannot fully extend children's learning opportunities to meet their current needs and interests from the beginning.
- The childminder provides children with a range of food and drink. However, she does not help to develop their understanding of healthy eating choices. For

example, the childminder gives children sugary biscuits for snack. This does not give them clear messages about eating a healthy diet.

- The childminder broadens children's experiences. She walks them around the local community, which helps them to learn about crossing roads safely. The childminder explains to children about people who help us. For example, she takes them to the local shop to see the shopkeeper and talks about the postman as he delivers the letters to the house. This helps children to learn about the world around them.
- The childminder encourages positive behaviour. This is evident as children play with the dry pasta. They take turns to fill up the jugs, waiting patiently for their go. They show great achievement as the pasta makes loud noises as they empty the pasta into the tray. Children shout, 'I've done it' as they fill the pasta to the top.
- The childminder is reflective in her practice. Since her last inspection, she has developed her practice to support the children to be more independent. The childminder promotes children's self-care skills. She encourages them to do tasks for themselves, such as blowing their nose and washing their hands. Children enjoy helping the childminder with routine tasks. For example, they tidy away their plate and cup after snack and help to put the lid on the pasta tray.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs that may indicate a concern about a child's safety or welfare. She knows the procedures to follow to report any concerns of this nature. The childminder attends safeguarding training to keep her knowledge up to date. She maintains a clean and safe environment for children. She ensures that doors are locked to stop unauthorised people from being able to gain access to her home. The childminder supervises children well and carries out risk assessments to identify and remove any potential hazards for children.

What does the setting need to do to improve?

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

- gather information from parents before their children start to ensure children's current needs and interests are extended from the beginning
- support children to make healthy eating choices to help promote their good health.

Setting details

Unique reference number	EY417810
Local authority	Leicester
Inspection number	10219749
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 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	12 August 2016

Information about this early years setting

The childminder registered in 2010 and lives in Leicester. She operates from 7.30am to 6pm Monday to Friday all year round, except for bank holidays, family holidays and a week at Christmas. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Jan Hughes

Inspection activities

- This was the first routine inspection the childminder received since the COVID 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 completed a learning walk of the childminder's provision and discussed how she organises and implements her curriculum.
- The childminder took part in a joint observation with the inspector. The inspector considered the quality of education during activities and the impact this had on children's learning.
- The children spoke with the inspector and invited her into their play at appropriate times throughout the inspection. The inspector observed interactions and the conversations between the childminder and the children and considered the impact these have on children's learning.
- The parents wrote statements for the inspector so she could take into account their views.
- The inspector had a discussion with the childminder about her training and how she evaluates her practice.

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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