

Childminder report

Inspection date: 17 August 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	Good
----------------------------------------------	------

What is it like to attend this early years setting?

The provision is good

The childminder provides a warm, welcoming and homely environment. Children appear safe and happy. They have formed a close relationship with the childminder and talk with enthusiasm about when they are next coming to visit and the games that they will play. Children clearly enjoy their time here. They make themselves at home by helping themselves to the books and toys. This enables them to all play together in the living room. Children are confident and play independently. They share the building blocks that they collect from the toy store. Children work together as they carefully build a tower. The childminder knows the children well and plans activities that are based on their interests and next stages of development. For example, she adapts number activities so they are based around children's favourite activities. This ensures children engage for a longer period. Children appear enthusiastic to learn and are highly motivated to complete activities that they find challenging. For example, the childminder encourages children's understanding of colours, and they clap and laugh together as they match the correct coloured shapes. Children are proud to demonstrate what they have learned. They take pride in their achievements as they show and tell visitors about the activities they have completed.

The childminder allows children time to talk. This enables them to engage in meaningful conversations that support their speech and language development. Children listen and take it in turns to speak when sat around the dining room at lunchtime. They enjoy helping each other and learn to treat one another with respect.

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

- The childminder has a good knowledge of children's learning and development. She knows the children well and understands what she needs to do to help them move on to the next stage of learning. For example, she incorporates early mathematics by introducing shapes and colours into her planned activities. The childminder interacts well with the children, clearly emphasising key words to help enhance their understanding and speaking skills.
- Children behave well. The childminder encourages them to be kind to each other and share resources. For example, she talks to children about good behaviour and the impact their behaviour has on others. Therefore, they are beginning to show care and empathy for one another.
- The childminder promotes an understanding of different cultures. For example, she provides children with a variety of foods that reflect different cultures, and visits the library to read about different faiths in the community. The childminder encourages all children to predominantly speak English, to ensure that they have a good understanding of the English language. Gujarati is also spoken to ensure

that some children maintain an understanding of their home language.

- The childminder provides the children with experiences and opportunities to explore their local environment. She takes them on visits to the local park and the library and for walks around the local environment to help children learn about the community they live in.
- The childminder evaluates her provision and makes improvements to the environment to reflect the needs of the children that she cares for. For example, she has designed the outdoor environment so that it promotes physical activity. This ensures there are larger open spaces for children to run around and a range of toys for them to climb on and slide down.
- Partnerships with parents are strong. The childminder keeps parents up to date about the care their children receive through verbal daily discussions. She shares her observations of children's learning, and she includes photos of activities in their learning journals. Parents describe the childminder as an 'important part of their wider family'. They all report that their children 'love' to attend and take part in the range of different activities.
- Children develop self-care skills as they confidently wash their own hands before eating. However, the childminder does not always encourage children's independence skills. For example, she tidies away resources following an activity rather than encouraging the children to help to do this.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear regarding her responsibility to keep children safe. She has a good understanding of the signs and symptoms that may indicate a child is at risk of harm. The childminder is confident about the procedures to follow in the event of a safeguarding concern. She has an up-to-date list of contact numbers for services so that she can make referrals to relevant agencies. The childminder ensures that the premises are secure. She carries out daily checks of the indoor and outdoor environments to ensure they remain safe for children to use. The childminder ensures that she can always hear the children in her care to ensure that they are safe.

What does the setting need to do to improve?

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

- provide children with opportunities to further develop independence skills through everyday activities.

Setting details

Unique reference number	226736
Local authority	Leicester
Inspection number	10059851
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	30 March 2015

Information about this early years setting

The childminder registered in 1992 and lives in Rushey Mead, Leicester. She operates all year round from 8.30am until 2.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Whittlesey

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 this into account in her evaluation of the setting.
- The inspector and the childminder carried out a learning walk to assess the environment.
- The inspector and the childminder discussed the quality of education and learning opportunities that the childminder provides.
- The inspector observed children playing, talked to the children and tracked their experiences and learning.
- The inspector considered parents' views through written testimonials.
- The inspector sampled documentation, including evidence of suitability and children's records.

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