

Childminder report

Inspection date:

21 September 2022

Overall effectiveness	Good
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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 and self-assured in the care of the warm and nurturing childminder. The home-from-home environment gives children a deep sense of security. Children flourish in their personal, social and emotional development. They establish positive relationships and acquire a strong sense of self-awareness. For example, the childminder introduces babies to the names of body parts and supports them to find their own 'eyes', 'nose' and 'mouth' through gentle interactions. Furthermore, children learn about feelings and what facial expressions represent.

Children engage readily in activities and stay focused for long periods of time. They persevere with challenges; for example, when fitting the correct shapes into the holes of the 'shape sorter'. This helps children to strengthen their hand-eye coordination, fine motor and problem-solving skills. Children are encouraged by the childminder to persist with the task, and the childminder offers suggestions to help them accomplish this independently. She praises them for their efforts when they succeed. This helps to boost children's confidence and self-esteem. They demonstrate a sense of satisfaction when they achieve what they set out to do. Children behave well. They understand routines, listen carefully and follow the childminder's instructions.

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

- The highly qualified and experienced childminder is confident, dedicated and enthusiastic about her work. Her passion and support for children with special educational needs and/or disabilities is evident. The childminder works well with parents. She conducts home visits upon registration to help children transition sensitively and build attachments. Parents feel well-informed about their children's development.
- Children receive a broad and balanced curriculum, planned effectively by the childminder. They lead their own learning and freely access a wide range of resources. The childminder skilfully observes children as they play and uses her assessments to monitor their ongoing progress. She identifies any emerging gaps in children's learning and plans next steps to address these. Consequently, children make good progress in their education and are well prepared for the move on to school.
- The childminder is a good role model to children. She is kind and calm, and children willingly invite her into their play and approach her with their favourite toys. They play happily together, respecting each other and taking turns. She supervises the children well and reminds them of the rules to keep them safe. For example, the childminder explains what might happen if they run indoors. This helps to prevent accidents and supports children to identify hazards in their

environment.

- Young children are introduced to early mathematical language by the childminder. For example, she draws around their hands and counts their fingers. This helps children to learn about number sequence and that each finger represents a number.
- The childminder encourages children to understand the importance of following a healthy lifestyle. They have frequent opportunities to be active during visits to the farm and local park, where they explore the natural world. The childminder provides nutritious, home-cooked food for children. She caters very well for children's dietary requirements and allergies.
- Children develop a love of books. Even the youngest children independently choose their favourite story to share with the childminder. Babies turn over the pages and lift the flaps, to develop their anticipation skills. The childminder commentates on what is happening in the story to enhance children's language development. However, sometimes, she does not always give children enough time to think and respond to the questions asked. Occasionally, questions come in quick succession, and children are not able to develop their critical-thinking skills.
- The childminder connects with other childminders in the area, frequently attending groups together and sharing ideas. She completes training, such as paediatric first aid, food hygiene and a vast number of safeguarding courses. However, although the childminder has attended training to strengthen some of her practice, she has not sourced additional training to enhance her teaching skills and knowledge to a higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a broad and secure knowledge of child protection matters. She has a clear understanding of the signs and symptoms of abuse, including wider safeguarding issues such as extremism and radicalisation. The childminder knows the relevant agencies to report to should she have concerns about a child in her care. She supports children's good health. For example, they regularly wash their hands throughout the day to prevent infection. Furthermore, she conducts thorough risk assessments to ensure her home is clean, safe and secure.

What does the setting need to do to improve?

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

- give children sufficient time to respond to questions and express their own thoughts and ideas in order to help develop their critical-thinking skills
- seek focused training opportunities to strengthen the quality of teaching and knowledge of early years development to a higher level.

Setting details

Unique reference number	EY283925
Local authority	Leicester
Inspection number	10138420
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 11
Total number of places	6
Number of children on roll	13
Date of previous inspection	29 June 2015

Information about this early years setting

The childminder registered in 2004 and lives in Leicester. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. The childminder has a level 3 qualification.

Information about this inspection

Inspector

Marie Walker

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 discussed the childminder's curriculum and her intentions for children's learning.
- A planned activity was observed and evaluated by the inspector and the childminder.
- The inspector spoke with parents and was provided with written feedback to gather their views.
- The childminder provided the inspector with relevant documentation on request, including evidence of her suitability to work with children.

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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