

Childminder report

Inspection date: 11 October 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

Children are happy, and they safely move around the childminder's home. They have attachments to the childminder and snuggle close to her. They listen keenly as the childminder reads stories. They leap up with excitement as they see firefighters in a picture. They thoroughly enjoy making the sound of the fire engine siren, which gives them a chance to join in with the story. This ignites children's learning and motivates them to play with a fire engine and push it around the play mat.

Children behave well and have a positive attitude to their learning. They willingly take part in activities the childminder plans. Children focus on tasks and concentrate well on activities that interest them. This is evident as children create jungle pictures. The childminder sits close to the children and talks to them about their drawing. Children develop their small-muscle skills as they hold paint sticks and make lines and circles. They know some of the colour names and say, 'green grass' and 'blue sky'. Children are excited as they choose elephant stickers to put on their creations. The childminder uses this opportunity and encourages the children to count the elephants and to compare the sizes, developing children's early mathematical skills.

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

- The childminder implements a curriculum that supports children's learning. She follows children's interests and understands how children learn through play. She provides opportunities to help children learn. For example, to help children develop control of tools, she provides opportunities for children to thread objects and build with stacker toys, developing their hand-to-eye coordination and control of holding things.
- The childminder promotes communication and language skills well. She makes sure she has eye contact with children when she speaks to them. The childminder repeats words clearly, so children can hear the correct pronunciation of words. To extend children's vocabulary she introduces new words, such as octopus, and encourages children to say the word as she talks to them about octopuses living in the sea.
- The childminder takes the children out and about to enhance their learning and their experiences from home. She visits soft-play areas and the local park. Here, children can run around in large spaces and take risks as they climb and balance on the equipment available. She walks places with children to further develop their physical skills. Every week she goes to the local market with the children to buy fruit and vegetables, which she uses for snacks.
- The childminder supports children to learn to take turns during activities. She sets clear boundaries, so that children know what she expects of them, such as

not climbing on the sofa. The childminder successfully helps children learn to be polite and develop good manners. They use manners throughout their play, saying please and thank you at appropriate times.

- The childminder encourages children to become independent in some aspects of their life. They choose what they want to play with and try new experiences, such as using paint sticks. However, children do not always have opportunities to develop their self-care skills, for example wiping their own hands and faces after mealtimes.
- The childminder reflects on her practice and demonstrates a good capacity to improve. For example, since her last inspection, the childminder now uses the information she obtains from parents as children begin attending to help her to understand what children already know and can do. She tells parents about their children's learning and how they can help support their children at home. Parents have access to their child's daily diary, where the childminder comments on what the children have been doing throughout the day. Parents comment on how they are happy with the service the childminder provides and the progress their children are making, further saying that the childminder is 'flexible, kind and caring'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of her role and responsibility to safeguard children's welfare. She knows what to do if she is concerned about a child's safety or if an allegation is made against herself or a family member. The childminder attends safeguarding training to help her refresh her understanding of child protection, for example risks related to extremism and radicalisation. The childminder's home is safe and secure. She uses risk assessment to identify and remove any hazards for children to ensure they can play in a safe environment.

What does the setting need to do to improve?

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

- maximise opportunities for children to develop independence in their self-care skills.

Setting details

Unique reference number	225190
Local authority	Leicestershire
Inspection number	10234388
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 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	31 October 2016

Information about this early years setting

The childminder registered in 1992 and lives in Loughborough, Leicestershire. She operates all year round from 8.30am to 5.30pm, Monday to Friday, except for bank holidays, the week at Christmas and family holidays.

Information about this inspection

Inspector

Jan Hughes

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- 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 them to join in with 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 gave the childminder letters for the inspector, so they could take into account their views.
- The inspector had a discussion with the childminder about her training and how she evaluates her practice.
- The childminder showed the inspector her relevant documentation and evidence of the suitability of the childminder.

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