

Childminder report

Inspection date: 27 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	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

Children enter confidently and are greeted warmly by the childminder in this inviting and welcoming setting. They immediately go to find their favourite toys that are made available to them. Children explore wooden bricks. They carefully balance them on top of each other to build a tower and use their mathematical skills to count them. As bricks topple to the floor the children shout excitedly, 'again!'

Children use their small-muscle skills to carefully hang bangles onto a mug tree. They use their skills further as they push different shapes into correctly shaped holes, clapping with delight as they are dropped into the shape sorter. Children enjoy exploring volume and capacity. They fill containers with milk bottle tops, dropping them into the containers until they are full and then tip them out, before repeating the experience.

Children use their listening skills as they sit and enjoy stories. They smile as they point to the characters in the book with interest. Children select cards with pictures of familiar characters, linked to the songs they sing. They use their large-muscle skills as they remember and join in the actions to the songs. They pretend to be 'sleeping bunnies', and then dance, jump up and down and hop around the room.

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

- Parents are complimentary about the care the childminder gives the children. They say the childminder is both 'loving' and 'kind' in her approach. Communication is good. Parents get daily contact from the childminder about what their children have been learning. They are encouraged to share what their children have been learning at home and feel involved in their children's development.
- The childminder ensures that the educational programme she provides for the children is both ambitious and clear. She uses her experience to understand how to sequence children's learning. Children make good progress during their time in her provision.
- Children explore a tray of colourful autumn leaves; the childminder incorporates colour recognition into the children's play as they delve into the leaves. However, occasionally, the childminder asks multiple questions in quick succession and then answers some of these questions herself. This means children do not get the time to process their thoughts and respond.
- The childminder ensures that children have access to a healthy diet. Children enjoy a variety of fresh fruit for a snack. The childminder shares ideas for healthy lunchbox options with parents. She places emphasis on promoting good oral hygiene. The childminder supports parents to register their children with a

dentist. She provides books from the library with positive images of children visiting the dentist, to help alleviate any fear about dental visits.

- The childminder is highly educated and experienced. She is passionate about her role. She attends regular courses to develop her skills further. For example, a recent children's mental health course enabled the childminder to further understand the emotional needs of the children in her care. The childminder shares best practice ideas with other childminders regularly.
- Children benefit from the exploration of their environment. They visit local parks and soft-play centres where they use their large-muscle skills to climb and balance on equipment. They enjoy socialising with other children at their local playgroups and learn about the wider world as they visit zoos and a bird sanctuary.
- Children's behaviour is good. For example, as the childminder plays a tidy-up song, the children recognise that they need to tidy away the toys. The childminder gently reminds them about sharing their toys and children listen and respond to her direction. Children are polite and talkative to visitors.
- Children form good bonds with the childminder. They benefit from cuddles when they need emotional support or comfort. The childminder visits children in their own homes. She gathers essential information from parents about each child before they start. This helps her to build good relationships with children and understand every child, so that their emotional needs can be met.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe in her care. She identifies the signs and symptoms of abuse and neglect and knows how to report these concerns. She has a good understanding of wider safeguarding, such as female genital mutilation and protecting children from exploitation and radicalisation. The childminder understands how to manage allegations to further protect the children in her care. She responds swiftly to incidents and accidents. The childminder carries out robust risk assessments in her home and on trips, to minimise risk and further protect children from harm.

What does the setting need to do to improve?

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

- strengthen the support for children to give them the time they need to respond to questions, to promote their thinking and language skills further.

Setting details

Unique reference number	EY448250
Local authority	Leicestershire
Inspection number	10235816
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 6
Total number of places	6
Number of children on roll	11
Date of previous inspection	3 November 2016

Information about this early years setting

The childminder registered in 2012. She lives in Cosby, Leicestershire. The childminder operates all year round, from 7.30am to 4.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds qualified teacher status.

Information about this inspection

Inspector

Stephanie North

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 showed the inspector the premises and discussed how they ensure those are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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