

Childminder report

Inspection date: 9 January 2023

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 show positive relationships with the childminder and enjoy playing alongside her. Younger children smile when they stand behind a pretend shop and play peekaboo with her. They give the childminder good eye contact and smile when they sit with her to sing and do actions to nursery rhymes. Children learn how to share and take turns, for example, when they roll toy cars back and forth between the childminder and themselves. The close interactions children have with the childminder help them to feel safe and secure. For example, when children arrive upset, they receive warmth and comfort to help them to settle.

Children are supported to make good progress in their development. Younger children are provided with opportunities to develop their hand and eye coordination. They are shown how to thread large beads onto a furry wire. Children show patience and determination to complete the task by themselves. Older children are encouraged to develop their understanding of language that describes size. When they use chalk to draw a large circle, the childminder asks them if they can draw a small one. Children show their understanding of technology when they use their imagination to use a pretend phone. They hold the phone in front of them and say 'cheese'.

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

- The childminder uses her curriculum to support children's communication and language skills. For example, when she asks children questions, she gives them plenty of time to think and respond. Younger children learn new words to help develop their vocabulary, such as 'bead' and 'dog'.
- Children with special educational needs and/or disabilities are supported well. The childminder works closely with other professionals and parents to reflect on the different characteristics children display in the different environments where they play and learn. This partnership working helps to provide consistency in supporting children's learning and development.
- Children learn skills in preparation for their move on to school, such as to sit and concentrate. When the childminder offers planned activities, she sits with children and engages them in learning. This encourages children to spend long periods of time at activities.
- The childminder talks to parents daily and shares photos and information with them about children's development. This helps to provide a united approach to supporting children's progress. Parents say that their children have bonded well with the childminder and that she is friendly, caring and professional.
- The childminder praises children's achievements, helping to raise their self-esteem and confidence. She uses effective strategies to encourage children to display positive behaviours. For example, when children want to throw a hard

ball inside, the childminder shows them how to roll and spin the ball instead.

- Snack and mealtimes are sociable occasions. The childminder sits with children and, together, they talk about the food they eat and children's home lives. This contributes to children's social skills and confidence to talk in a larger group.
- The childminder offers children a healthy range of snacks and drinks that contributes to a healthy diet. Children have daily opportunities to play outside. However, the childminder does not fully provide them with opportunities to extend their interests and learning outdoors, especially for those children who prefer to learn outdoors.
- The childminder helps children to learn about how they can keep themselves safe. For example, she talks to children about road safety, stranger danger and how to identify potential hazards when they access the internet.
- The childminder works well alongside her co-childminders. They discuss how to support the individual needs of the children in their care. This helps to provide a collaborative approach to supporting children's learning. The childminder researches ideas for activities on the internet. This helps her to provide activities to encourage children to think critically and to solve problems. For example, she offers children ice with frozen objects inside and asks children how they can get the objects out.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to safeguard children. She has completed safeguarding training and recognises the signs and symptoms that may suggest a child is at risk of harm, abuse or radicalisation. The childminder understands the procedure to follow if she has any concerns about any other adults working with children. This helps to promote children's safety. The childminder has completed first-aid training. There is a first-aid box that is easily accessible. These help to give the childminder the knowledge and equipment to deal with a minor medical incident. The childminder carries out safety checks of the premises to help ensure that they are suitable for children.

What does the setting need to do to improve?

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

- strengthen opportunities for children to extend their interests and learning outdoors, especially for those children who prefer to learn outdoors.

Setting details

Unique reference number	EY382589
Local authority	Leicester
Inspection number	10235255
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	12
Number of children on roll	8
Date of previous inspection	26 January 2017

Information about this early years setting

The childminder registered in 2008 and works from the home of her co-childminder in Leicester. She operates all year round from 8.30am until 6pm on Monday, Tuesday and Wednesday and alternative Thursday and Fridays, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children. The childminder works with co-childminders and occasionally with an assistant.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the childminder has 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 childminder.
- The childminder and inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder and co-childminders. She reviewed a sample of documentation.
- Written feedback from parents was reviewed by the inspector, who took account of their views.

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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