

Childminder report

Inspection date:

18 January 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children are learning some of the skills that they will need when they eventually move to school. The childminder encourages children to be independent and to complete some appropriate tasks for themselves. With support and encouragement from the childminder, pre-school age children take care of their own personal hygiene needs. The childminder gently reminds children to use good manners, prompting them to say please and thank you when they ask for something. Children have a positive relationship with the childminder, they show that they feel safe in her care. The childminder provides them with reassurance and comfort, cuddling them and soothing them when they are tired or upset.

However, the childminder has failed to identify weakness in her own practice, teaching and childcare knowledge. She does not have consistently high expectations of children and support them to develop their skills in all areas of learning. For example, when a child shows the childminder a toy lizard and asks her what it is, the childminder asks the child what they think it could be? The child tells her that it is a snake. The childminder does not correct the child or explain the difference between a snake and a lizard to help the child develop their knowledge and understanding of the natural world.

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

- The childminder does not reflect on her practice or provision. She has not identified weakness in her own knowledge and teaching. Subsequently, she has not sought development opportunities to support her to further her childcare practice and develop the quality of her teaching to a consistently good level. Furthermore, the childminder does not provide her assistant with any form of guidance or support to help her understand her role and develop her childcare skills and knowledge.
- Since her last inspection, the childminder has updated her safeguard training and she has implemented a curriculum that focuses on supporting children to develop their personal, social, and emotional skills. However, the childminder has given less consideration to other aspects of the curriculum, such as mathematics. She does not make the best use of opportunities that arise from children's play to encourage and support children to count and develop and build on their understanding of number.
- Children of all ages enjoy singing nursery rhymes. Toddlers dance and sway to the music and pre-school age children confidently demonstrate that they know the actions to familiar songs. Children enjoy listening to stories and talking about the pictures in the books. The childminder models language clearly, repeating any words that children struggle to say, so that they can hear the words pronounced correctly.

- The childminder plays alongside children as they pretend to cook soup and cake in the play kitchen. The childminder encourages them to name the vegetables that they are adding to the soup. She supports older pre-school age children to include younger children in their play. When older children are reluctant to share toys, the childminder suggests how the younger children can help them by stirring the soup for them, while they get on with baking a cake. She praises the older children for sharing and playing nicely with the younger children.
- Older children enjoy using play dough to make hats, earrings, and clothes for snow men. The childminder encourages and supports them to safely use modelling tools to cut out the shapes that they want. Toddlers enjoy exploring the dough with their hands. The childminder encourages toddlers to squeeze, flatten and roll the dough using their fingers. Children of all ages are developing their fine motor skills.
- Written feedback from parents is positive. Parents comment that their children are happy in the care of the childminder, that their children enjoy the range of activities on offer and are making progress with aspects of their development. However, the childminder does not encourage parents to read with their child at home and she does not share information with parents to help them support and encourage their child's development at home.

Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, the childminder has ensured that all adults working with children have undergone the appropriate suitability checks. She has also implemented procedures with regards to the safe and appropriate use of mobile phones. The childminder understands the need to record and report any concerns about the welfare or safety of children within her care. Regular risk assessments are carried out by the childminder to ensure that the children are safe. There is a baby gate in place to prevent children accessing the kitchen unsupervised, doors are kept locked to ensure that the premises are secure and sleeping children are regularly checked upon.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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reflect on your practice and establish an effective programme of professional development opportunities to strengthen your knowledge of child development and enhance the teaching of the curriculum	28/02/2023
provide assistants with guidance, support and professional development opportunities to ensure that they have the skills and knowledge they need to carry out their role.	28/02/2023

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

- develop the curriculum for mathematics, to enhance children's understanding of number, shape and measure
- encourage and support parents to foster their child's love of books and stories and support them to encourage their child's learning and development at home.

Setting details

Unique reference number	EY449512
Local authority	Leicester
Inspection number	10250508
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	11
Date of previous inspection	20 July 2022

Information about this early years setting

The childminder registered in 2012 and lives in Leicester. She operates all year round from 8am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder and her assistant hold relevant level 3 qualifications. The childminder offers funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Teresa Lester

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector carried out joint observations of an activity with the childminder.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector took account of the written views of parents.
- The childminder provided the inspector with documentation to demonstrate her suitability.

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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