

Childminder report

Inspection date: 23 March 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	Met
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What is it like to attend this early years setting?

The provision is good

Children form secure relationships with this caring and attentive childminder. They receive warmth and comfort from her if they become upset and are greeted at the door with cuddles to help them settle. These strong attachments help children feel safe and contribute to their emotional well-being.

Children show excitement as they choose from a range of age-appropriate toys. They enjoy the company of the childminder and intently watch and copy her actions. For example, they explore the texture of natural objects and excitedly bang wooden spoons together to make a noise. Young children request the songs they want to sing by using gestures. The childminder listens and responds, developing their self-esteem and early communication skills. Children enjoy singing 'Row, row, row your boat', while moving back and forth. This helps support children's physical development by encouraging them to sit up unaided for longer periods of time.

Children are provided with a range of trips and outings to widen their experiences. They attend local toddler groups, where they mix with other children and learn about different celebrations and festivals. Children develop their understanding of the world around them when visiting the chickens at the local farm and collecting natural objects to use for artwork.

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

- The childminder develops a curriculum which has a strong emphasis on children's personal, social and emotional development. She meets the needs of very young children effectively. For example, she closely follows the care routines that they are familiar with from home, ensuring continuity in their care. Children settle quickly as the childminder offers reassuring cuddles and provides a safe environment for them to learn. The childminder gives praise and encouragement to children's achievements, supporting their self-esteem and confidence.
- The childminder understands the importance of developing children's early language and communication skills. She ensures that she is at the same level as children as they communicate with her through gestures and smiles. When young children babble, the childminder responds to what they say and engages in back-and-forth communications. This helps children learn how to take turns in conversations.
- Singing and rhymes are weaved into children's daily activities. Children enjoy practising their gross motor movements as they copy the childminder during singing sessions. For example, children clap their hands together and smile in delight as the childminder sings 'If you're happy and you know it'.

- The childminder understands the process by which children learn, such as the development of their physical skills. She uses thorough assessments and discussions with parents to identify what children are capable of and what they need to learn next. When children learn to sit unaided, she places items just out of their reach so that they learn to stretch and move. However, the childminder does not consistently build on opportunities to challenge children further.
- Children learn about the importance of hygiene as they wash their hands before eating. The childminder washes her own hands after changing nappies and talks to the children about what she is doing. However, on occasion, she does not remember all hygiene routines. This means children do not always learn the importance of effective hygiene routines to help promote their good health.
- The childminder reflects on her provision to ensure that children make the best possible progress. She attends regular training to help with her continued professional development. For example, after attending a course about the use of natural resources in children's play, she implemented what she had learned and noticed that children's creativity and imaginative skills improved.
- Parents are complimentary about the care and learning their children receive. They state that the childminder is 'warm and welcoming' and comment positively about the childminder's good communication skills. Parents appreciate the different experiences provided by the childminder, particularly when children are given opportunities to go on trips and visits within the local community.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of how to keep children safe. She has a good awareness of the signs that may indicate a concern about a child's welfare, and she is knowledgeable of professionals she may need to report to. The childminder understands the importance of recording and reporting any concerns she may have, including allegations, and is alert to issues, such as extremism. The childminder keeps up to date with changes in child protection legislation by completing mandatory training. She ensures the ongoing suitability of all adults in her home.

What does the setting need to do to improve?

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

- extend teaching and support to challenge all children and develop their skills as much as possible
- strengthen hygiene routines to support children in understanding how to lead healthy lifestyles.

Setting details

Unique reference number	EY486406
Local authority	Rutland Council
Inspection number	10276365
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	0 to 1
Total number of places	4
Number of children on roll	3
Date of previous inspection	12 July 2017

Information about this early years setting

The childminder registered in 2015 and lives in Stamford. She operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Carly Parkinson

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 provider and has taken that into account in their evaluation of the setting.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of the children's learning with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to parents during the inspection and 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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