

Childminder report

Inspection date: 17 January 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children are exceptionally happy in the childminder's welcoming home. The kind and considerate childminder supports children to establish strong relationships with her and to feel safe. Younger children say 'cuddle', and raise their arms when they need reassurance around visitors. Children benefit from the meaningful and creative activities that the childminder provides. They celebrate Chinese New Year and are intrigued to learn about other foods and cutlery. Children use moulds, chopsticks and bamboo mats and pretend to turn play dough into dumplings and sushi. They enjoy learning about the world around them. Children talk about the robins and blackbirds as they identify birds in the garden using the birdwatch sheet created with the childminder.

Children show impeccable behaviour and good manners at all times. They listen to their friend's ideas during play and invite the childminder to join in with their activities. Children experiment, demonstrating utter excitement as they mix paint to create new colours, and learn new words, such as 'teal' and 'lime'. They are kind, and cooperate well with other children of different ages. Older children show sympathy and understanding when younger children need help regulating their emotions. Children thrive on the praise they receive from the childminder. They look to her for reassurance when trying new things, such as different foods. They smile and look proud when the childminder tells them they are brave. This supports their self-esteem.

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

- The childminder plans a curriculum that is ambitious and exciting. She provides a tailored and nurturing experience for each child. The curriculum focuses on children's well-being and the importance of a healthy mind. It is well sequenced and shows her extensive knowledge of child development. The childminder teaches children how to self-regulate their emotions. She uses breathing techniques and yoga as tools to support this. The childminder helps children to develop their physical skills, including fine and gross motor skills. For example, children safely use woodworking and garden tools, such as small hammers and saws, and understand the specific rules the childminder has when using these.
- The childminder quickly establishes children's starting points and next steps in their learning. She takes great care to ensure she understands how each child learns. The childminder quickly identifies any gaps in children's learning. This enables her to implement tailored speech, language and communication strategies to support learning. She attends further training to ensure every child achieves their full potential. The childminder evaluates her provision regularly and has an exceptional attitude to improving her practice.
- The childminder has high expectations of children's independence. Children

understand that icy weather outside means they need warm clothes, and they put their coats and wellies on by themselves. The childminder consistently promotes good hygiene and oral health. Young children, including babies, use tissues to blow their noses and confidently find the tissues they need. Children brush their teeth and enjoy listening to a story about toothbrushing. They talk about teeth being bad or rotten if they are not brushed regularly.

- The childminder has formed strong relationships with parents. Parents comment on the fantastic experiences the childminder offers. They appreciate how calm and caring she is. The childminder provides parents with clear information about their children's development and shares different strategies to try at home, such as to support potty training. This results in consistent messages for the children. The childminder works with local schools to provide a seamless transition for children. She invites teachers into her home to meet the children and practises walking safely along the road to get to school. This allows children to familiarise themselves with their new teacher, the school they will attend and the route they will take.
- The childminder exposes children to a language-rich environment. She enthusiastically talks to children and introduces them to new words and sounds. Children recognise the sound of horses' hooves trotting along the street. They show great excitement and discuss different animals, including the sheep which they can see in the fields opposite the childminder's house. The childminder encourages children to recall the walks they go on through the farmer's fields and the lambs they see. When younger children are learning to speak, for example to say 'apple', older children praise them for their efforts and say 'good try'. They show great pride in the achievements of others. This builds children's confidence in communication and language skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has outstanding safeguarding knowledge. She understands local safeguarding concerns, such as county lines and radicalisation. The childminder understands the procedures she must follow if she has a concern about the welfare of a child. She understands the importance of reporting any allegations made against herself or anyone in her household, and knows to whom she needs to report these. The childminder ensures that her clean and tidy home is safe for children. She has robust hygiene practices and encourages children to assess risks during activities. This ensures all children are kept safe and learn how to keep themselves safe. The childminder ensures her training is up to date, including paediatric first aid and safeguarding.

Setting details

Unique reference number	2594447
Local authority	Leicestershire
Inspection number	10251342
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	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in September 2020 and is located in Wymeswold, Leicestershire. She opens Monday to Friday, all year round. Sessions are from 7am to 6pm. The childminder holds a recognised early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rachel Barsby-Robinson

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- 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 inspector observed the interactions between the childminder and children.
- Parents shared their views of the childminder with the inspector.
- The childminder and inspector discussed how the curriculum is implemented and the impact this has on children's learning.

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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