

Childminder report

Inspection date: 22 January 2024

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

What is it like to attend this early years setting?

The provision is good

Children in this setting settle quickly. They invite their friends to join in and play. On arrival, the childminder talks to parents about the children's time at home. The children chat to each other as they confidently explore the toys. Children enjoy learning all about dinosaurs. The childminder uses toys children are interested in to teach them new things. The childminder teaches them big words such as 'triceratops' to name pictures they can see. Children learn to count the horns on the dinosaur heads. They work together to describe the 'spiky stegosaurus' and draw detailed pictures. Children show fascination with their learning. They ask the childminder questions to get more information. These activities help children to make good progress, especially in their speech and language development.

Children love books. The childminder uses the local library to ensure children have a range of books to look at. She teaches children to use words like 'excavator' when reading books about diggers. The childminder helps children to make connections in their learning. She links the pictures they can see to real-life experiences. For example, she reminds the children of the time they saw diggers when walking locally. This support helps learning to be meaningful to the children.

Children understand the rules and routines of the setting. For example, they all join the 'toilet train' as they safely climb the stairs and learn to use the toilet. Children help to tidy up and explain, 'We are tidying up the toys ready for snack.' They independently wash their hands to 'make them clean' and 'get rid of the germs'. The childminder teaches children to use manners and reminds them how to be kind to each other and share.

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

- The childminder supports the children to develop their mathematical skills. She teaches children to match the number of dinosaurs to the correct numerals. Children practise showing amounts with their fingers. Counting is well practised, and mathematical words are well developed. For example, children dig for pretend bones outside and count the total they find. They describe and compare the bones by size. The childminder supports and adapts the activities so all children can join in. This helps children to develop a good understanding of numbers from an early age.
- Children generally learn to behave well. The childminder offers comfort to children who are upset or hurt, and children thank her for her support. Children follow instructions given to them by the childminder if they make a mistake. For example, they say sorry if they do something wrong. However, the childminder does not always support children to understand how to manage their emotions or how their actions and words affect others.

- Children learn to concentrate for long periods of time. For example, they enjoy making dinosaurs out of play dough. The childminder provides lots of resources to help them roll, cut and push the dough to keep them focused. The children are proud of what they make. They say, 'Look, I made it have legs. I used the pipe cleaners.' The childminder extends what children are learning. She asks them to count the legs or add sequins to make 'scales'. Children listen to her, and she praises their efforts and individual creations. This helps children to remain focused and feel valued for their ideas.
- The childminder works hard to provide flexibility for parents. She spends time getting to know the families and the children. This enables her to plan and create activities that are exciting for children. She gets to know each child well and sets clear next steps to help them make good progress. The childminder encourages high levels of enthusiasm as children try new things. However, teaching children to stay safe when using technology, either at home or in the setting, has not yet been developed as thoroughly.
- Parents speak highly of the childminder's provision and often recommend her to friends. They describe it as a 'home from home', where 'nothing is too much trouble'. They state they are well informed about their children's activities and report that they enjoy the lovely creations children bring home, such as the items children bake, as there is not often time for baking at home. However, parents report that they would like to know more ways to support their children's learning at home.
- The childminder carefully considers children who require extra support. She often works with an assistant to ensure children are safe and fully included in the provision. The childminder carefully monitors children's progress. She knows how to make referrals to other agencies. This helps to ensure children receive the extra support they need. The childminder prepares all children for their transition into school.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop more ways to extend children's understanding of their emotions and how actions affect other people
- explore more ways to teach children how to use technology safely
- develop ways to help parents support their children's learning at home.

Setting details

Unique reference number	2651791
Local authority	Leicestershire
Inspection number	10311726
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	2 to 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in October 2021 and is located in Coalville, Leicestershire. 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 works with an assistant. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Donna Edwards

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 and the inspector discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, both indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with the childminder, the children and the parents during the inspection.
- The childminder and the inspector carried out a joint observation of an activity together.
- The inspector reviewed a sample of documentation, including the suitability of household members and the assistant and the first-aid qualifications.

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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