

Childminder report

Inspection date: 20 March 2024

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 thrive as a result of the extremely well-planned and ambitious curriculum. This inspirational childminder puts the children at the centre of all she does. Her provision is driven by the interests, ideas and developmental stages of the children. Children are captivated and enthralled by the exciting learning opportunities provided. They have a clear understanding of the daily routines and expectations. Children explain that they must put on their boots and coats as they are going to the park on a 'scavenger hunt'. Children's ability to recall new vocabulary and give detailed descriptions is impressive. Before leaving the house, they check in the bag to make sure they have all the things they will need for the outing. The childminder takes every opportunity to boost children's self-esteem through praise and encouragement.

Children are skilfully supported to acknowledge their feelings. They feel secure in expressing their emotions. When children are feeling upset or disappointed they learn how to calmly convey these feelings to others. Children respond with genuine care and concern when they see a friend is sad, offering hugs and comforting words to reassure them. The warm and harmonious environment enables all children to flourish and reach their full potential.

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

- The childminder's rigorous assessments of children's learning ensure all children firmly grasp important developmental stages. Children practise and embed key skills they will need to succeed when they transition to school. The childminder successfully motivates children by creating activities around children's interests. For example, she combines children's love of being outdoors with carefully planned activities that focus specifically on children's development in the prime areas of learning. This helps all children to make rapid progress.
- Children's well-being and emotional development are given high priority. Regular yoga sessions support children to regulate their breathing and help them to relax. Children talk excitedly about the sessions and how much they enjoy them. Through yoga, children have opportunities to build on their physical strength and stamina. In addition, it helps to develop core skills for other physical movements, such as balancing, skipping and jumping.
- The childminder is an exemplary role model for young children. Her patience and kind and sensitive nature instil positive behaviour in children. Older children follow the childminder's lead and give praise to younger children for their efforts. For example, when moulding play dough into shapes, children comment, 'That's good, well done.' This encourages children to persevere and to try different methods.
- The childminder strives to continually enhance and improve her practice to

promote the best outcomes for children. She is fully committed to her professional development and is tireless in her pursuit to further her knowledge and skills. Additional training is researched and undertaken every month. This has had a considerable impact on how the childminder supports and nurtures children and the breadth of learning opportunities she provides. She carefully considers which training courses will help her to meet children's needs to the best of her ability, including children with special educational needs and/or disabilities.

- The childminder focuses strongly on promoting children's language and communication skills. Her carefully planned activities help to accelerate new vocabulary and understanding of words. As a result, children quickly learn to use new words in context. For example, when hunting for hidden picture cards at the park, children confidently name shapes and enthusiastically recite relevant parts of the storybook to correspond with each character. They recall the word 'pentagon', which they have recently been introduced to. This highlights how well children absorb and use their new learning.
- The partnership with parents is a key strength. The childminder is exceptionally dedicated to working with parents to fully understand each child's individual needs. This forms the foundation on which she identifies how best to communicate with, and support the development of, every child in her care. Parents comment that the childminder's commitment is 'second to none'. They value the rich experiences she plans outside the home and feel completely reassured that children are learning in a safe and stimulating environment.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	2651805
Local authority	Leicester
Inspection number	10311727
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	3 to 9
Total number of places	5
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in the city of Leicester. She operates all year round, from 8am to 6pm, Tuesday to Friday, except for family holidays and bank holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Kate Scheel

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 she ensures they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum.
- The inspector observed the quality of education being provided indoors and outside and assessed the impact on children's learning.
- The childminder and the inspector evaluated a planned outdoor activity together.
- The inspector observed the interactions between the childminder and the children.
- The inspector took account of parents' views through written feedback.
- The childminder provided the inspector with a sample of key documentation on request.

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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