

Childminder report

Inspection date: 18 June 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 are extremely happy, and they flourish in the care of the childminder. The childminder provides them with reassurance and cuddles to support their emotional well-being and to help them feel safe. She builds children's confidence and self-esteem by giving them opportunities to be independent. Children are proud to take part in daily routines, such as being 'special helpers' for the day. The 'special helpers' set the table for lunch, laying out placemats, forks and spoons. Children learn to follow the childminder's instructions. They eagerly help to tidy away resources and wash their hands before sitting at the table for meals. The childminder shows her gratitude to children by offering praise and thanking them for their help.

The childminder successfully promotes children's enjoyment of stories and books. She makes story time an integral part of the children's routine. Children snuggle together to enjoy their chosen book. They recall previous learning as they remember what happens next in the story and finish the childminder's sentences. The childminder brings the story to life using different body movements and gestures. The children develop physical skills as they copy the childminder waddling like penguins and jumping around like monkeys. They giggle and squeal with delight as they act out the story, showing their enjoyment of early literacy and the development of their recall skills.

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

- Children are starting to learn the importance of healthy lifestyles and good oral hygiene through the curriculum. The childminder makes tooth brushing part of the children's routine. Children look at themselves in the mirror as they independently move their brushes around their mouths. Other children encourage them by singing songs, such as 'up like a rocket, down like the rain, back and forth like a choo choo train'.
- The childminder supports children's language development as she helps to extend their vocabulary. She uses repetition and asks thought-provoking questions. Children are given time to think and respond. However, the childminder does not consistently support children in developing the languages they speak at home during their play and learning.
- The childminder has a positive attitude to her professional development. She works closely with her co-childminder and her assistant to share ideas for new activities and experiences. They complete peer-on-peer observations as they complete activities with the children. These observations are discussed to identify what went well and what could be improved. This helps to improve teaching practice and strengthen the delivery of the curriculum.
- The childminder recognises the importance of children knowing how to keep

safe when using electronic devices. She ensures that parental controls and passwords are in place. Children using devices are supervised well. The childminder talks with them about how to stay safe and report concerns when using the internet.

- Overall, the childminder plans an ambitious curriculum. She plans activities and experiences that are linked to children's next stages of learning. For instance, she implements an activity to support children's communication and language development. Children take turns to choose a nursery rhyme to sing. They move around the room singing and joining in the actions of the rhymes. However, instead of continuing to build on children's enthusiasm and interest, the childminder moves the activity on. Children disengage when the childminder introduces using chalks to make marks in time to the actions of the rhymes. Children's loss of interest means they do not get the most out of their learning.
- Children behave well and are respectful towards each other. The childminder is a positive role model and teaches children to be kind and caring. Children participate in activities where they learn to share and take turns. They listen to the childminder's instructions, such as tidying away the toys and putting on their wellington boots. Children show a clear understanding of the childminder's rules and boundaries. For example, they know to line up before going outside and to wait their turn to go down the slide.
- Parents speak highly of the care and commitment the childminder and her co-childminder show in supporting their children's development. They appreciate the information the childminder shares with them and the support she offers them towards enhancing their children's development at home.

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:

- provide opportunities for children to develop the language they speak at home to support their communication skills
- strengthen the implementation of the curriculum to tailor activities that focus on children's interests so that they remain engaged.

Setting details

Unique reference number	2655752
Local authority	Leicestershire
Inspection number	10260089
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 10
Total number of places	18
Number of children on roll	18
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Leicestershire. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 3. She works with a co-childminder and two assistants. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kelly Langley

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 inspector and the childminder completed a learning walk together to gain an understanding of her curriculum intent.
- The inspector carried out a joint observation and evaluated this with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector read written comments from parents and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector spoke with the childminder, the co-childminder and her assistant at appropriate times throughout the inspection.

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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