

Childminder report

Inspection date: 20 March 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 show that they feel confident and secure in the childminder's care. They show positive relationships with the childminder. For example, they ask her if she wants a cuddle. Children make the childminder pretend birthday cakes and sing happy birthday to her. Children delight in listening to and joining in with favourite songs and rhymes. The childminder asks children which songs they want to sing, giving them choices. This helps to develop younger children's speaking skills. Older children laugh with their peers and the childminder when they do action rhymes. They show their physical skills when they move from pretending to be asleep to jumping. The childminder asks children to hold hands and rock their bodies forwards and backwards.

Children are imaginative in their play. They make pretend robots using bricks and talk to visitors in a robotic voice, imitating what a robot could sound like. When their structures break, the childminder helps them to have a positive attitude to fixing it, saying 'you can fix it'. This helps children to persevere. Younger children learn the early stages of sharing and taking turns. For example, the childminder rolls toy cars towards them and they return them. Children learn how to use knives safely when they cut up fruit. For instance, the childminder shows them the correct way to hold a safety knife and praises children when they use it properly.

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

- The childminder observes and assesses children's development to help identify what they need to learn next. For some children, this is to support their communication and language skills. The childminder repeats words and sentences children say, helping them to hear the correct pronunciation. This is particularly beneficial for those children who speak English as an additional language, to support them to speak English.
- The childminder helps children to develop a love of books. For example, when she shares books with younger children, they sit on her knee and copy as she points to images on the pages. When the childminder reads stories to older children, she stops reading before the end of sentences in familiar books, to encourage children to recall the story.
- The childminder asks children to help her to tidy away toys, encouraging them to take care of the environment. She gives children specific tasks to complete and gives them toys to put away. This helps children to remain focused and they follow her instructions well, learning skills for their future.
- The childminder shares information with parents about activities children enjoy. However, the childminder does not gather information about children's abilities from other early years settings children previously attended. She does not share information with school teachers about children's development when they move

on to school, to help to give all people working with children a fuller picture of their abilities and to plan more precisely for their learning.

- The childminder helps children to learn about healthy foods. She provides children with planned activities to taste and learn about different fruits and when they are ripe to eat. This contributes to them receiving a nutritious and healthy diet.
- Children learn about the importance of oral hygiene. For example, the childminder helps children to understand that debris is left on their teeth after eating. She gives children toothbrushes and paste to pretend to clean images of teeth and talks to them about how often they clean their teeth at home.
- Children show a keen interest in exploring and playing with shapes. However, occasionally, the childminder does not help them to understand the correct name for 3D shapes. For example, when children hold a cuboid, she tells them that it is a rectangle, which is confusing for children.
- The childminder extends her professional development. A recent training course has helped to deepen her knowledge of how to support children's social skills, especially after the COVID-19 pandemic. For example, she takes children to mix with other childminders and their minded children, in small groups first and then larger groups. She helps them to manage their feelings in different social situations.

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:

- strengthen partnerships with other early years settings and schools that support children's early years experiences to help provide consistency in their development
- develop knowledge of how to support children to learn the correct names for 3D shapes.

Setting details

Unique reference number	2655964
Local authority	Leicestershire
Inspection number	10332988
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 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Glenfield, Leicestershire. She operates all year round from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate level 5 qualification.

Information about this inspection

Inspector
Hayley Ruane

Inspection activities

- This was the first routine inspection the childminder has 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 inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She reviewed a sample of documentation.
- Written feedback from parents was reviewed by the inspector, who 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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