

Childminder report

Inspection date: 15 May 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

The childminder is a positive role model. Children learn to follow and respect her expectations and boundaries. For example, children consistently use good manners, and they are keen to help with daily tasks. Children learn how to use a knife safely as they cut up fruit for snacks. The childminder skilfully interacts with children. She nurtures their self-esteem through the encouragement and support given during activities. As a result, children say, 'I did it', showing they are proud of their achievements. The childminder is attentive and caring. She provides comfort and cuddles whenever children need them, which promotes their emotional well-being effectively. All children make good progress, including children with special educational needs and/or disabilities (SEND).

Children listen intently to the childminder as she enthusiastically reads a story about a caterpillar that is hungry. They develop their language as they join in with familiar phrases from the story. Children confidently explain that the caterpillar has made a 'cocoon'. The childminder continues this activity as children express themselves, talking about their likes and dislikes as they try various fruits from the story. Children use words such as 'sour' to describe how the fruit tastes. The childminder encourages children to develop their counting skills as they count how many pieces of fruit the caterpillar eats. Children confidently hold their fingers up to represent how many, showing their understanding of matching numbers to quantity.

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

- The childminder creates a warm and friendly atmosphere. She plans her curriculum and the environment around children's interests and stages of development. She organises resources so that children make independent choices. Children remain deeply engaged in their chosen learning. They spend long periods immersed in water play as they pour water into buckets and concentrate on pouring from different-sized cups.
- The childminder observes children carefully to assess their levels of development. She uses this information to help her to understand what children need to learn next. The childminder supports children to learn how to share and take turns. For example, she introduces props as she reads a story about a caterpillar who is hungry. Children take it in turns posting food into the pretend caterpillar's mouth as they enjoy listening to the story.
- The childminder is very nurturing and helps children to feel emotionally secure. During the planned morning group time, she asks the children 'How are you feeling today?' This encourages children to express themselves. Children are happy and content as they play together.
- Overall, the childminder provides stimulating activities that children are

interested in. Children engage well and confidently take part in all activities on offer. However, at times, the childminder does not extend activities to offer additional challenges to children to build on their learning even further.

- The childminder works with other professionals and other settings the children attend to support their learning. When children need further support, she implements strategies to help them to catch up in their development, particularly children with SEND.
- The childminder develops children's literacy skills and love of books well. She regularly reads to children in a cosy, calm environment. Children listen to stories with interest, asking questions and commenting on the story.
- The childminder supports children to become independent. For example, they wash their hands for snack time and get new clothes from their bag to change into. Children show respect and kindness to others when waiting for their turn at the wash basin.
- Overall, partnership with parents is good. Parents comment that their children are developing well and that this is down to the experiences they receive with the childminder. The childminder holds daily conversations with parents about children's learning and development. However, sometimes, she does not work in collaboration with parents to offer support and ideas on how to support children's next steps in learning at home.
- The childminder supports children's mathematical development when they play. She teaches children about colour, number, size and shape. During discussions, children describe fruit as 'round'. Children persevere at making sandcastles. Through investigation, they find out wet sand works best. Children explain that their bucket is 'full', before tipping it over.

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 greater challenge when planning activities for children to extend their learning and enable them to make the best possible progress
- enhance the good partnerships with parents even further so that all parents are clear about how to support their child's next steps in learning at home.

Setting details

Unique reference number	2662062
Local authority	Leicestershire
Inspection number	10335384
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 10
Total number of places	12
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Elmesthorpe, Leicestershire. She operates all year round from 7.30am to 5.30pm, Monday, Wednesday, Thursday and Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Francis

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 provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector evaluated an activity with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of parents' views.
- The inspector observed the interactions between the childminder and children.

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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