

Childminder report

Inspection date: 30 October 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 provides a welcoming and homely environment for children. Her warm and enthusiastic approach helps children to feel safe and secure in her care. Children are happy and confident and demonstrate the strong bonds they have with the childminder. They include her in their play and seek cuddles and reassurance from her. The childminder provides settling-in procedures that focus on the needs of individual children. Children learn to behave well. The childminder is a good role model. She promotes good manners and reminds children of appropriate ways to behave. Older children say 'please' and 'thank you' as they choose what fruit to eat at snack time. The childminder encourages the children to listen during adult-led activities. Children enjoy being involved as the childminder shares stories. They develop concentration skills and a love of books. Children repeat key phrases and excitedly lift flaps to reveal pictures.

The childminder focuses her curriculum on children's interests. She provides a wide range of activities to support children's physical development. Children enthusiastically ride on scooters and negotiate space in peddle cars. They explore the play kitchen, showing good control as they mix using a spoon and make 'sauces' and 'soup' for dinner. To extend children's physical development the childminder takes them to local parks so they can use larger equipment and learn to manage risks safely.

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

- The childminder knows the children well and has a good understanding of the different ways that children learn. She provides a wide range of activities and new experiences to support children's learning, such as apple printing. However, during adult-led activities, the childminder does not carefully consider how she will support each child's age and stage of development. This means that children do not always gain the most from every activity.
- The childminder supports children's communication skills well. She models language as she interacts with children. For instance, the childminder initiates conversations with older children. She repeats words for younger children to reinforce their vocabulary. The childminder uses stories and singing to help extend children's vocabulary.
- The childminder provides children with opportunities to develop their hand muscles. For example, children enjoy using paint and apples to make prints. They swirl the apples around the paper and press them down to create print patterns. This helps the children strengthen their fingers and wrists in readiness to fasten their coats and hold crayons to draw a picture.
- The childminder promotes children's good personal hygiene. For example, she encourages children to wash their hands and cover their mouths when they

cough or sneeze. However, the childminder sometimes completes tasks for older children that they could learn to do for themselves. For example, she dresses children in aprons and opens their yoghurt pots for them. This does not fully support older children to become independent.

- A calm and patient approach by the childminder supports children's positive behaviour. She gently reminds children of the importance of not taking toys from others. The childminder consistently models how to share and turn-take. She values and praises children's individual efforts. Children listen attentively and respond to clear requests, such as at tidy-up time.
- The childminder supports children to develop an awareness of good habits that contribute to a healthy lifestyle. For example, she discusses the benefits of healthy foods and talks to children about their favourite fruits and vegetables. Children learn how to keep their teeth healthy through discussions and stories. For example, they recall a story about a crocodile's white teeth.
- Parent partnership is good. Parents value the service the childminder provides. They feel she is warm and welcoming and offers a flexible service that meets their needs. The childminder communicates well with parents, verbally and through online messages. She informs parents of children's daily play and provides ideas to further support learning at home. Parents comment that the childminder provides a 'home-from-home' environment.
- The childminder keeps up to date with her practice. Since her registration, she has attended online training and other development opportunities. Following a course about how children hear, she now considers the impact of how she speaks to children to help develop their communication and language skills.

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 the implementation of the curriculum to support the individual learning needs of older children during adult-led activities
- help older children to build on their self-care skills to develop their independence further.

Setting details

Unique reference number	2679176
Local authority	Leicestershire
Inspection number	10355300
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and is located in Coalville, Leicestershire. She operates from 7.30am to 5.30pm, Monday to Friday, all year round, except for a week at Christmas, bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Jan Hughes

Inspection activities

- The inspector and the childminder looked at the areas of the childminder's home that she uses with children and discussed how she plans her curriculum.
- Children spoke to the inspector during the inspection and invited her into their play.
- The inspector observed the childminder joining in activities with the children and discussed the learning that was taking place.
- Parents completed written statements about the childminder's service so the inspector could take into account their views.
- The childminder showed the inspector a sample of documents. These included documents relating to the suitability of household members, safeguarding and complaints.

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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