

Childminder report

Inspection date: 9 December 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

From the outset, the childminder works hard to help children feel welcome in her setting. To support this, the childminder works closely with parents to gather significant information about children's interests and home life before they start. For example, the childminder ensures that she knows the children's favourite songs and books. She makes sure that she incorporates these into children's routines and learning activities when they start to attend. The childminder creates a warm, welcoming and engaging environment for children. She recognises that home comforts and familiarity help children to feel safe and secure, and this is reflected in the relationship between the childminder and the children.

The childminder makes the most of every opportunity to support children to develop their confidence and further their learning. Carefully planned activities support children's emotional well-being and development. The activities are based on the childminder's secure understanding of how to build children's skills and knowledge in a sequenced way. For example, children are well supported by the childminder to develop a sense of belonging when they arrive for their session. The childminder provides children with cards to place on a board to say they have arrived. These cards increase in difficulty as children achieve each step. Initially children simply have a picture of themselves on their card. When they can securely identify themselves from their picture, the childminder introduces their name in script until eventually the child is looking for their name without a picture prompt.

The childminder creates an environment and atmosphere that teaches children to understand and support each other, as a result they are extremely considerate towards each other. For example, the childminder explains to the older children how younger children play differently. The childminder goes on to demonstrate how younger children learn and how the older children can help them. This supports children to value each other's differences and encourages the development of friendships.

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

- The childminder's curriculum strongly supports children's curiosity and independence. She understands that children's interests offer valuable teaching opportunities that entice children to engage in learning and enable them to make strong progress. She plans events and experiences that have a lasting impression on children to help secure their learning. When children showed an interest in transport, she planned a day out using public transport. She enhanced this by exploring the railway station to look at the different features. Children excitedly recall their day out and talk about what they did and how fast the train went.

- The childminder is skilled at understanding how children's language develops and uses creative methods to ensure that all children have the support they need. For example, the childminder creates books containing pictures from their events and days out. The childminder uses these books with children to help them recall events and create opportunities for sharing memories and making conversation. Children discuss items of interest with the childminder and participate in singing opportunities to teach them new vocabulary and develop their communication skills.
- The childminder has consistently high expectations of behaviour. She gently teaches children to resolve conflict and to care for each other. For example, when children disagree, the childminder supports them to discuss each other's views and explain how they are feeling. This helps children to develop empathy and understand how their actions affect others.
- Parents are overwhelmingly positive about the setting. They value the childminder's knowledge and advice. The information shared helps them to understand how their children are developing and what activities they can offer at home. The strong relationships between the childminder and parents supports children to make good progress in their learning and development.
- The childminder skilfully uses the daily routine to teach children. During these times, she supports children's developing independence. At snack time, she encourages children to persevere when chopping their fruit by giving them ideas about different ways to hold the fruit. She also uses snack time to teach mathematical language in a fun and engaging way. For example, as children reach into the breadstick box, she says, 'I wonder if it will be a long one or a short baby one.' Children eagerly reach into the box and excitedly share, 'I got a long one,' demonstrating their understanding of what the childminder had said.
- The childminder strives to develop and improve her own practice. When individual children need more support, she extends her knowledge of that aspect of development to ensure that she is offering the highest standards of education. For example, when children need help with communication, she attends the local community hub to learn from speech specialists. She learns new ways of teaching and supports children with interventions to aid their progress.

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	2686312
Local authority	Leicester
Inspection number	10367647
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	2 to 6
Total number of places	6
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Northfields, Leicester. She operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded childcare for two-, three- and four-year-old children.

Information about this inspection

Inspector

Samantha Butterwick

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- Parents shared their views of the setting with the inspector.

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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