

Childminder report

Inspection date: 14 January 2025

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 have strong bonds with the childminder who works from her home alongside a co-childminder. Children are happy to arrive as they greet the childminder with a smile. They separate easily from their parents and quickly settle into activities with their friends. Children show they feel safe and secure, as they approach the childminder for a cuddle when they need reassurance. Children are becoming increasingly confident and ask the childminder for help when they need it. The childminder provides clear instructions to children, and generally, children behave well. When children participate in activities the childminder provides praise, which gives children positive self-esteem. Children learn to take turns as the childminder teaches them how to share crayons.

Children enjoy the activities that the childminder provides. She carefully plans activities to build on what children already know and can do. Children learn to use glue sticks and tape as they build things from recycled materials. The childminder encourages children to think for themselves and asks questions such as, 'What do you think that could be?' Children develop their critical thinking skills as the childminder supports them to build a train track. She helps them to think of solutions to problems, such as turning over pieces of the track to make them fit.

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

- The childminder has developed a clear curriculum, which is broad and well sequenced. She knows what she wants children to learn before they start school. The childminder demonstrates a clear understanding of child development and children's developmental milestones. She prioritises developing children's communication and independence skills.
- The childminder supports children's communication and language skills very well. She uses children's current interests to teach them new words, such as ambulance and taxi. The childminder consistently interacts positively with children and asks them open-ended questions. She ensures she leaves plenty of time for children to respond. This encourages children to think for themselves and develop more complex sentences, which supports their early communication skills.
- The childminder is highly skilled in her manner of reading stories. She consistently reads in an exciting and engaging way, which helps children to maintain their focus. The childminder encourages children to demonstrate their understanding of the story by acting out sections of it. Children show excitement as they pretend to stomp through mud. The childminder pauses frequently to allow children time to fill in familiar words and phrases.
- The childminder supports children's independence well. She teaches children how to put on their own coats and shoes, including pulling up the zips. She is

patient when asking them to try and do things for themselves and allows them enough time to practise their new skills. Consequently, children are becoming increasingly independent.

- On the whole children behave well and the childminder sets clear expectations for their behaviour. However, at times, some children do not follow the childminder's rules and demonstrate unwanted behaviour. The childminder does not always deal with this in a consistent manner and at times the childminder does not explain why children's behaviour is inappropriate. As a result, they do not learn the consequences of their behaviour or how to regulate their behaviour.
- The childminder teaches children the importance of good oral hygiene. Children learn why they need to clean their teeth. The childminder provides an activity for children to practise using toothbrushes to clean dirty marks from pretend teeth. This helps them develop the small-muscle skills they need to clean their own teeth.
- The childminder is very reflective of her own practice. She identifies areas for improvement in activities she delivers and knows how to make positive changes. The childminder ensures that her knowledge is continually updated as she accesses relevant training courses. She identifies gaps in her knowledge based on children's current needs and seeks to close these.
- Parents are happy with the care their children receive. They say the childminder keeps them well-informed of the progress their child is making and any developmental concerns they may have. Parents say they receive regular photos and information about their child's care. Parents say that the childminder pays particular attention to any dietary and medical needs that their child has.

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 behaviour management strategies to help children understand the consequences of their actions and regulate their own behaviour.

Setting details

Unique reference number	2752413
Local authority	Leicestershire
Inspection number	10380972
Type of provision	Childminder
Registers	Early Years 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	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Leicester. She operates all year round from 7.30am until 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She works with a co-childminder. The childminder offers funded early years education to children aged two-, three- and four years old.

Information about this inspection

Inspector

Rachel Barsby-Robinson

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- 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, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the childminder 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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