

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 are happy as they greet the childminder, who operates with a co-childminder from her co-childminder's home. Children display they have strong relationships with the childminder and seek her out for cuddles. They invite the childminder to join in with their play. The childminder is caring, nurturing and attentive to children's needs. She has a calm demeanour when talking to children. On the whole, children behave well. They learn to share as the childminder supports them to take turns to play with toy trains. She explains how they can take a train each and then swap them.

Children develop their small muscles as the childminder teaches them how to manoeuvre pieces to slot them into a puzzle. They develop their hand-eye coordination as the childminder teaches them to use magnetic fishing rods to play a game with magnetic fish. Children are excited when they catch a fish and proudly show the childminder. Children learn to strengthen the muscles in their hands as the childminder supports them to use their fingers to model play dough. Children learn how to have a healthy lifestyle. The childminder talks to the children about the contents of their lunch boxes and helps them learn the names for different fruits. She helps them to understand which foods are healthy.

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

- The childminder has a clear intent for her curriculum and understands what she wants children to learn. She knows what children need to learn before starting school and how to support young children with their development. The childminder prioritises children becoming confident and developing social skills to make new friends.
- The childminder plans a range of activities for children, which are age-appropriate and adapted to the children who are present. Although she plans these activities well and has a clear learning intent, she does not always deliver these effectively. For example, she plans for children to complete a scavenger hunt in the garden to learn new vocabulary about nature, however, she does not explain the activity clearly to the children. As a result, children do not understand the activity or how to participate. Children quickly lose focus and run around in the garden. Consequently, children do not always achieve the learning that the childminder intends.
- The childminder supports children's mathematical development well. She encourages children to count, for example, when they are playing a game and she asks them how many pieces they have. The childminder teaches children mathematical concepts, such as bigger and smaller, and helps children to compare the sizes of items they are holding. Children enjoy activities that help them learn about different shapes. They show prior learning as they explain

which shape is a circle.

- The childminder teaches children new vocabulary. For example, when playing with a fish puzzle, children learn the word for a whale and a starfish. The childminder speaks clearly to the children and uses simple vocabulary. However, the childminder asks children lots of closed questions to which they can only respond with yes or no. This does not support their thinking skills or encourage them to expand on their vocabulary and what they want to say.
- Generally, children behave well. However, at times, the childminder does not clearly explain her expectations for children's behaviour. Some children do not listen to the childminder and display unwanted behaviour. When children display unwanted behaviour, the childminder does not always react swiftly or explain why children should not behave that way. This does not help them to learn how to behave well.
- The childminder ensures she keeps her early years knowledge up to date. She attends regular training courses and recently attended a course to support two-year-olds with their communication. The childminder has regular contact with external professionals, such as the local authority.
- Parents say they are happy with the frequent communication they receive from the childminder. They receive information through an online platform, which helps them understand the progress their children are making. Parents say their children enjoy their time with the childminder and are always happy to attend.

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:

- enhance the implementation of the curriculum so that the intent for children's learning is consistently embedded and achieved
- improve questioning techniques so that children have more time to think and respond to questions to further support their early communication skills
- share more consistent messages with children around their behaviour so that they gain an understanding of the expectations for their behaviour.

Setting details

Unique reference number	2752971
Local authority	Leicestershire
Inspection number	10381644
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
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 2023 and works from her co-childminder's home in Leicester. She operates all year round from 7.30am until 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder offers a funded early years education to two-, three- and four-year-old children.

Information about this inspection

Inspector

Rachel Barsby-Robinson

Inspection activities

- 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 showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the childminder with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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