

Childminder report

Inspection date: 3 September 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

Children have strong bonds with the childminder and are very happy to be in her home. They show they are settled as they show high levels of engagement in their play and freely choose from the range of activities on offer. Children behave well. They follow instructions that the childminder gives and help to tidy up when they are asked. The childminder teaches them how to take turns and share. Children learn to keep themselves safe as the childminder explains why it is not safe when they attempt to climb onto a chair.

The childminder focuses on helping children become confident communicators. Children enjoy singing familiar songs and rhymes with the childminder. She pauses to allow them time to fill in repeated words in songs. They learn to copy the actions in the rhymes. Children learn to think critically as the childminder teaches them to twist and turn puzzle pieces to fit them onto the board. When children find a spiders web, the childminder sings 'Incy wincy spider'. Children strengthen their large-muscle skills as they shake sensory bottles to make different noises. They practise their hand-to-eye coordination as the childminder teaches them how to stack the bottles on top of each other.

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

- The childminder provides a range of activities that children enjoy. Children are becoming independent as they freely choose what they would like to play with. However, at times, the childminder is quick to do things for the children without giving them time to try for themselves. For example, at snack time, she peels and opens bananas for children. When children struggle to put their coat on, she does it for them without teaching them how to do it for themselves. This means that children are not becoming as independent with their self-care skills as they could be.
- The childminder works in partnership with parents. They praise her homely setting and caring nature. Parents say their children make lots of progress with the childminder, and their children enjoy attending. The childminder has an effective two-way flow of information with parents. She shares information about children's development, and also finds out about what children can do at home. This ensures children are continually building on what they already know and can do.
- The childminder provides a language rich environment. She narrates children's play and teaches them new vocabulary. She skilfully models language and repeats back to children if they struggle to pronounce a word. As a result, children make excellent progress in their communication and language development. Young children begin to expand their sentences and say several words together. Children show they are confident to use their language skills as

they talk to their friends and the childminder.

- Children develop their understanding of mathematical language. The childminder teaches them mathematical concepts such as taller and smaller when they build towers together. Children are beginning to count, and confidently say three when the childminder says one, two.
- The childminder supports children's physical development. Children practise pouring and scooping to develop their small-muscle skills. Outdoors, they learn to use a slide. However, when it rains the childminder interrupts children's play. She encourages children to go inside rather than continuing their play outdoors. This does not help children to develop a deep focus in their play and learning.
- The childminder is reflective of her setting. She attends training courses to further develop her knowledge and skills to support the children who attend. She keeps herself up to date with local events and gives children opportunities to attend events in the community.
- Children learn to develop a love of books and reading. They choose from a wide range of books that the childminder provides. The childminder teaches them how to hold the book and turn the pages. Children show prior learning as they recognise a helicopter and a train in the book. The childminder uses books as an opportunity to teach new words to children and explains what a tunnel is.

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:

- extend the opportunities for children to develop their independence skills and do more for themselves
- review interactions with children to minimise interruptions, particularly for those children who prefer to learn outdoors.

Setting details

Unique reference number	2756419
Local authority	Leicestershire
Inspection number	10349395
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 1
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Loughborough. She operates all year round from 7.30am until 5.30 pm, on Tuesday, Wednesday and Thursday. The childminder holds a childcare qualification at level 3. She provides funded early years education for children aged two-, three-, and four years old.

Information about this inspection

Inspector

Rachel Barsby-Robinson

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- 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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