

Childminder report

Inspection date: 4 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

Children have opportunities to develop their communication skills. When the childminder sings songs, she asks them to sing along with her. Children recognise some of the words and join in singing. Younger children hear repetitive words in their play, such as 'mix, mix, mix' when they use a spoon to pretend to stir in a cup. This helps younger children to link words to the actions they use.

Older children are asked to work together to find pieces of puzzles, encouraging them to play cooperatively. The childminder asks children questions to support their thinking skills and to solve problems. For instance, when children try to complete puzzles, she asks them, 'Which way does it go?' Children turn the puzzle pieces around and receive praise when they successfully attach the pieces together, helping to raise their self-esteem. Children have opportunities to be physically active. They copy the childminder when she shows them how to do actions to songs. Children clap their hands, lie down and pretend to jump like rabbits. This contributes to helping develop their balance and coordination. Children are encouraged to have a positive attitude in their play. For instance, when they build and construct a tower using plastic toy bricks, and then it falls over, the childminder tells them they can build it again. This encourages children to persevere.

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

- The childminder uses observations and assessments to help identify what children need to learn next. For some children, this includes helping to develop their concentration. For example, the childminder reads stories that children like. The childminder gives children props to use so they can follow the story. She uses different tones in her voice when she reads. This helps to capture children's attention and results in them listening well.
- Before children join the childminder in group activities, she makes her expectations clear to children about how she wants them to behave. For example, she talks to children about waiting their turn to hold a net to catch butterflies during a game. Children understand what the childminder expects of them and wait patiently. When they have had their turn, they pass the net to their friend.
- The childminder reflects on her practice and identifies where she can make improvements. Recent changes to the way she communicates with parents contribute to helping all parents understand how she supports their children's learning. However, the childminder does not yet support parents to build on children's learning at home.
- Prior to children attending, the childminder offers them settling-in sessions. This provides opportunities for parents to leave their children for short periods. This helps children to gradually become familiar with the childminder, her co-

childminder and their new environment. The childminder finds out about children's interests and provides toys and resources that children like to help them settle. Children show that they feel safe and secure in her care.

- Children have opportunities to complete tasks by themselves. For example, before children eat, the childminder asks them to roll up their sleeves in preparation for washing their hands. She supports younger children to do this. Older children complete this task on their own. When children have finished drying their hands on a paper towel, they put it in the bin.
- The childminder supervises children when they use devices to search for information on the internet, such as to develop their knowledge of how leaves change colour with the seasons. This contributes to promoting their safety. However, the childminder does not help children learn how to identify and what to do if they encounter potential risks when they use the internet elsewhere.
- The childminder takes children to visit places in the community, such as activity centres. This provides opportunities for children to play and interact with larger groups of children, helping to develop their social skills.
- When children move on to school, the childminder shares information with teachers about children's abilities. This contributes to supporting consistency in their learning. The childminder talks to children about the schools they will attend and the uniform they will wear. This helps children to be emotionally ready for their move.

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:

- offer all parents ideas and suggestions about how they can continue to support their child's development at home
- help older children to identify and understand what to do if they encounter potential risks when they use the internet.

Setting details

Unique reference number	2756793
Local authority	Leicestershire
Inspection number	10349521
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	5
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Ravenstone, Leicestershire. She operates all year round, from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for children age nine months upwards. The childminder holds an appropriate level 5 qualification. She works with a co-childminder and occasionally with an assistant.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- The childminder and inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector and childminder carried out a joint evaluation of an activity.
- The inspector held discussions with the childminder and her co-childminder. She reviewed a sample of documentation.
- Written feedback from parents was reviewed by the inspector, who took account of their views.

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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