

Childminder report

Inspection date: 31 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 are confident to select toys and resources to promote their interests in the childminder's home. They show positive relationships with the childminder. Older children hold back-and-forth conversations with her, showing their language skills. Younger children sit on the childminder's knee to listen to stories. When the childminder reads children stories, she encourages them to copy the actions in books. This includes asking them to put their arms out wide and how high they can reach. Children take part in doing the actions, supporting their physical skills and for them to follow the story. Older children say, 'I'm big' when they put their arms up.

Children are supported to persevere at activities. For instance, children use cereals to stack and make a tower. When it falls down, the childminder asks them to try again to rebuild it. Older children have opportunities to solve problems in their play. When they play with cereal, children experiment and use different tools to crush the cereal, deciding to use a spoon. The childminder praises children for working this out by themselves. Children learn about why rules and boundaries are in place. For instance, when they begin to climb onto the childminder's sofa, she asks them what might happen if they fall. Children say that they might bump their head.

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

- Prior to children starting, the childminder invites them to attend settling-in sessions. This helps children to become familiar with the childminder and her home. The childminder helps children to settle. For instance, she invites them to look at books and spends one-to-one time with them. This helps children to develop a feeling of being safe in her care.
- The childminder supports children to learn how to share. For instance, she reminds them to use 'kind hands' when asking them to pass toys to their peers. She praises children's kindness. For instance, when children carry a pumpkin to an activity, she thanks them.
- Children are encouraged to be independent, helping them learn skills for the future. For example, they use a step the childminder offers them so they can reach the sink to wash their hands prior to eating, promoting hand hygiene routines.
- The childminder asks parents to give her information about children's achievements. She uses this, with her own observations and assessments, to identify what children need to learn next. This includes helping them to learn the names of different shapes. For instance, she helps children to identify a circle and triangle.
- When children also attend another early years setting, the childminder shares information with staff about children's achievements and next steps in learning.

She works in partnership with staff to provide consistency in supporting children's development.

- The childminder helps children to learn about healthy foods. For example, she takes them to supermarkets to buy fruit and vegetables for their snack. Children help the childminder to grow strawberries in the garden and they eat these for a snack. Children recognise strawberries in shops and remember growing them in her garden.
- The childminder identifies and removes potential hazards for children in her home. This includes recognising that her garden is not safe for children to access in the winter months. Therefore, she takes them out to places in the community, such as local parks, for fresh air and exercise.
- The childminder completes training courses to help her understand how to promote children's safety and health. However, the childminder has not considered how to extend her professional development to help develop her knowledge of how to support children's early speaking skills. For example, sometimes, the childminder does not use the correct words for objects.
- Children show excitement to join activities the childminder plans for them. However, occasionally, the childminder does not use a wide range of teaching skills when implementing activities. For example, when she plays alongside children and gives them instructions, children do not always understand. She does not show them how to follow her instructions. This limits opportunities for children to build on their learning.

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:

- build on ways to extend professional development, to help develop knowledge of how to support children's early speaking skills
- develop teaching skills when implementing planned activities, to help children to build on their learning.

Setting details

Unique reference number	2756914
Local authority	Leicestershire
Inspection number	10349450
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 4
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 Hinckley, Leicestershire. She operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for children age nine months upwards.

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 carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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