

Childminder report

Inspection date: 30 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

The childminder creates a welcoming and homely environment for children. Her calm and nurturing approach helps children to feel safe and secure. Children readily go to the childminder for cuddles and reassurance when needed. Children thoroughly enjoy spending time with the childminder and show high levels of concentration in their play. The childminder plans group activities for children to build positive relationships and plans for their individual learning. For example, children work together and enjoy scooping up lentils and filling pots, developing their small-muscle skills. The childminder encourages children to think about quantity and numbers. Children show a 'can-do' attitude and tell the childminder their bowl is heavy. The childminder skilfully extends children's learning as she encourages them to make comparisons.

The childminder helps children to understand safe behaviours indoors and outdoors. She supports children to regulate their behaviour and gently steps in with positive reinforcement and distractions when needed. Older children follow the childminder's example and become excellent role models as they follow instructions and carry out small tasks independently. They confidently put on their outdoor clothing and wellington boots to go and explore in the garden. They make independent choices and make up storylines for their play as they role-play a story about pigs in the garden.

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

- The childminder offers a broad curriculum. She plans daily trips outside the home, giving the children the chance to link up with a range of different people and have new social experiences. For example, children visit local parks and playgroups. The childminder uses the trips to nurture children's interests and help to ensure that they all have a variety of experiences before starting school.
- Parents speak highly of the childminder. They report that she communicates well with them. For example, the childminder keeps parents well informed during the day by sending photos of their children taking part in activities and through verbal communication at the end of each day. However, the childminder does not yet extend this to include offering parents suggestions on how they can support their children's learning at home.
- Children are developing a deep love of books and literacy. The childminder regularly reads stories to children and leaves gaps for them to complete the missing words. On each page, the childminder asks questions about what is happening, and the children take turns to respond. This makes the story interactive and helps children to focus on their listening skills and broaden their vocabulary. Children revisit the story independently and sit and recall aloud.
- The childminder builds on children's confidence and independence to prepare

them for the transition to school. For example, she encourages children to wash their hands and cut up their fruit for snacks. She offers regular praise and encouragement during activities, and the children keep trying. For example, as children have a go at completing puzzles, the childminder encourages them to turn the piece around until it fits. Children are proud when the jigsaw is complete. They hold it up to show their friends.

- The childminder carefully observes children. She spends time getting to know all the children and discovers their likes and interests. This helps her to plan individual next steps for children's learning and development. However, when children attend another early years setting, the childminder does not consistently engage with the other settings to share next steps about children's development to promote continuity in their learning.
- Children thoroughly enjoy their time in the garden, getting fresh air and exercise. The childminder plans for children to work on their larger muscles as they learn to ride balance bicycles and scooters. Children show high levels of engagement as they run freely and kick a football around the garden. Children jump and cheer, shouting 'goal' when the ball hits the target. The childminder joins in the celebration, promoting children's self-esteem. Children show they are proud of themselves.
- The childminder is committed to training and research to continually build her knowledge and skills and extend learning experiences for children. She has talks with other professionals, attends online training and keeps her knowledge and training current. For example, she identifies an area of focus and attends courses to further deepen her knowledge of managing children's behaviour.

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 the arrangements in place for sharing information and ideas with all parents, to help support and continue their children's learning at home
- develop more effective strategies for sharing information with other settings that children attend to support their development and continuity of care.

Setting details

Unique reference number	2757068
Local authority	Leicestershire
Inspection number	10349479
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	5
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Burbidge. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector
Kate Francis

Inspection activities

- 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.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint observation with the childminder and discussed the outcomes.
- The inspector viewed a range of documentation, including evidence of suitability checks and paediatric first-aid training.

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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