

Childminder report

Inspection date: 1 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 provides a warm, inclusive home-from-home environment for all children. Children develop close attachments to the childminder through her care and affection. For example, they readily go to her for cuddles and reassurance when they become unsettled or upset. This helps children to feel safe and secure and interact positively with the childminder and other children. Children enjoy sensory experiences as they manipulate and knead play dough and scoop cereal. Older children develop small-muscle skills as they thread cereal onto pipe cleaners. They use their imagination as they undress dolls, wrap them in blankets and place them in pretend car seats. The childminder follows the children's emerging interests as she supports younger children in exploring cause-and-effect toys. Young children develop hand-eye coordination as they practise pushing buttons, lifting flaps and attempting to post shapes into a shape sorter.

Children learn to behave well. The childminder is an excellent role model and teaches children to care for and respect others. Older children are encouraged to concentrate and show determination. They learn to keep trying and show a 'can-do' attitude as they complete jigsaws. Children benefit from activities that help them learn about nature and the environment. They talk about recent and future outings, such as visits to the farm, recent walks and outside activities, such as planting and growing fruit in the childminder's garden.

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

- The childminder uses her ongoing observations to assess children's learning. She ensures that children are making progress across all areas of development. The childminder provides children with lots of purposeful experiences beyond her home. For instance, children regularly visit toddler groups, the local library and parks. Outings are planned to expand children's learning, such as trips to the farm to further children's interest in animals. These experiences consolidate children's understanding and grasp of the world around them.
- The childminder has high expectations of children's behaviour. Children learn to make good choices. The childminder is consistent and caring, and children are encouraged to say 'please' and 'thank you' during routines and activities. Children's behaviour is good.
- The childminder expertly weaves mathematical language into all activities. Older children use language to compare size, weight and length. The childminder encourages counting and talking about repeating patterns as children sort and match farm animal figures.
- Overall, the childminder promotes children's communication and language well. She provides ongoing commentary for younger children's play. The childminder engages older children in constant conversations and asks thoughtful questions

throughout the day. Older children become articulate communicators. However, support for younger children to build on the range of words they know and practise is less well established.

- The childminder encourages children's independence and provides them with opportunities and encouragement to practise their self-care skills. She encourages older children to look after their belongings, wash their hands and cut up fruit to eat at snack time. Younger children learn to feed themselves and make choices about the fruit they would like to eat.
- The childminder plans stimulating activities to inspire children's exploration and engagement. Topics help older children gain knowledge and are closely linked to their interests and next steps in learning. However, the childminder does not always plan carefully enough for the younger children who attend to provide precise support for what she wants them to learn next.
- The childminder works closely with parents to share advice and support children's development, such as with toilet training. Parents receive information about what the childminder intends for children to learn next and how they can support this at home. Parents appreciate the care and time taken by the childminder to provide feedback about their child's activities and learning.
- The childminder reflects on children's learning every day. She adapts her practice to reinforce children's learning, including for children who need additional support. She invites parents to collaborate on their children's progress checks and uses feedback to identify how she can further improve the care she provides.
- Children develop a love of books. The childminder frequently shares stories with children to promote early literacy and language. Children demonstrate good attention and listening skills appropriate to their age. Younger children point to pictures and turn pages with encouragement. Older children are encouraged to recall characters and share what they already know about the story. The childminder skilfully pauses so all children can participate and see the pictures.

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 planning of activities to include more precise intentions for younger children's learning
- develop the teaching of communication and language, to extend and increase younger children's vocabulary and acquisition of new words.

Setting details

Unique reference number	2758638
Local authority	Leicestershire
Inspection number	10349527
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	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Rothley, Leicestershire. She operates from 8am until 5.30pm from Monday to Thursday, and from 8am to 4pm on Fridays. The childminder provides government-funded early education for children aged nine months to three years.

Information about this inspection

Inspector

Tina Garner

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.
- The inspector completed a joint observation and evaluated this with the childminder.
- The inspector took account of the written feedback from parents.

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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