

Childminder report

Inspection date:

23 September 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and settled in the childminder's home. They take responsibility for their environment and tidy up when the childminder asks them to. Children show they are confident as they tell the childminder what activity they would like to do next. They are generally kind to each other and share resources. When children display unwanted behaviour, the childminder reminds them of her expectations and why their behaviour is not acceptable. The childminder ensures her home is safe for children to play in.

Children are becoming increasingly independent. Older children use the toilet independently and understand why it is important to wash their hands. Children enjoy mark-making opportunities. The childminder helps children learn how to correctly hold a pencil. Children practise their small-muscle skills as they build towers with plastic bricks. The childminder plans activities that she knows children will enjoy. However, the childminder does not ensure that all children receive the mandatory progress check at age two. The childminder builds on interests or experiences that children have at home, such as visiting the zoo or the farm. However, she does not identify precise next steps in children's learning or share this information with parents. Furthermore, the childminder does not always ensure that her professional development opportunities meet her own learning needs and address gaps in her knowledge.

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

- Although some children do receive a progress check between the ages of two and three years old, the childminder does not ensure that all children have the required progress check. Furthermore, the childminder does not fully understand the importance and purpose of the progress check. She does not include precise information about each child's development, nor does she identify areas that children may be struggling with.
- The childminder knows what she wants children to learn before they start school. She wants children to become confident and able to express their needs, as well as manage their own self-care. However, the childminder does not always identify precisely what individual children need to learn next. Although children enjoy the activities that she plans, they are not always tailored to meet individual children's needs and next steps.
- The childminder generally supports children's communication and language development well. She gives children time to respond when she asks questions. When children struggle to pronounce a word, she repeats it back to them clearly. Children learn new vocabulary. The childminder teaches them the difference between a chicken and a turkey when comparing the farm animals. Children learn that a group of cows is called a herd.

- The childminder promotes a love of books and reading. She reads books in an engaging way, and children enjoy listening to her. The childminder asks children questions throughout the story to check their understanding. Children confidently respond to the questions and describe what they can see on each page. The childminder uses books as opportunities to teach new vocabulary. Children learn what an eagle looks like and how this is different from a seagull.
- Children learn early mathematical skills. The childminder helps children to count the number of cows on a pretend farm. She teaches them how to identify which cows are bigger and which are smaller. Children use plastic bricks to build a wall around the animals. The childminder asks the children questions such as, 'Which wall is the tallest?'
- The childminder keeps her mandatory training up to date. She has recently completed her paediatric first-aid course as well as a designated safeguarding lead course. However, she does not always reflect on gaps in her own knowledge or seek training to close those gaps, which could help raise the quality of teaching.
- The childminder has systems in place for sharing information and photos with parents about the activities their children have enjoyed. However, the childminder does not yet share information with parents about their children's learning and development. As a result, parents do not know about the progress their children make or how to further support their learning at home.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that all children have the required progress check between the ages of two and three years old, and that the check contains sufficient information about children's development.	23/10/2024

To further improve the quality of the early years provision, the provider should:

- identify more precise next steps in children's learning and tailor activities to meet

children's individual needs

- enhance professional development for all staff, including assistants, to improve the quality of teaching
- share more information with parents about children's progress, to enable parents to build further on children's learning at home.

Setting details

Unique reference number	2775206
Local authority	Leicestershire
Inspection number	10358254
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 10
Total number of places	28
Number of children on roll	45
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2024 and lives in Quorn, Leicestershire. She operates from her home alongside her co-childminder and three assistants. She operates all year round, Monday to Friday, from 7am until 6pm. The childminder holds an appropriate qualification at level 3. She offers funded early years education for children aged two, three and four years.

Information about this inspection

Inspector

Rachel Barsby-Robinson

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.

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

T: 0300 123 1231
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E: enquiries@ofsted.gov.uk
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