

Childminder report

Inspection date: 20 August 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy in the childminder's care. The childminder is warm, caring and kind. Children approach her for comfort and reassurance when they need a cuddle. Older children seek her out to support them if minor conflicts arise between them and their friends. They show that they feel safe and secure. The childminder gives children consistent messages about her expectations for behaviour. She reminds children to be kind to their friends and swiftly intervenes when children show unwanted behaviour. As a result, children generally behave well. They listen to instructions that the childminder gives, and help to tidy up when asked. Children wait patiently for their turn when playing together.

Children are becoming increasingly independent. They understand the routine and wash their hands before eating food. Children recognise their belongings and help their friends to find their drinks. The childminder provides activities to strengthen children's small muscles. This helps them develop the skills they need for early writing. Children enjoy peeling stickers and sticking them onto their clothing. The childminder teaches children to use a pair of scissors to cut out pictures that they draw. Children enjoy spending time outdoors. They enjoy role-play activities in the playhouse and invite their friends to play with them.

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

- The childminder supports children's developing language and communication skills. Children are confident as they talk to her about their parents and older siblings. The childminder introduces new words to extend children's existing knowledge. For example, she teaches them about an excavator and explains how this is different from a dumper truck. The childminder adapts her vocabulary for younger children as she encourages them to say 'dig'.
- Parents are positive about the care their children receive from the childminder. They state that their children have made lots of progress in their learning and development with her. Parents say that communication is good and they receive regular updates about their children. They praise the wide variety of activities that the childminder provides and the opportunities the children have to go on regular outings.
- Children enjoy singing with the childminder. They eagerly choose from the selection of picture cards she provides and recognise which song is associated with the image on the card. Children shout, 'Incy Wincy', when they see a spider on a card. They join in with the words and actions of the nursery rhyme. Younger children enjoy using bells and shakers to make music. However, occasionally, children are distracted from the activity by the television, which is playing children's programmes in the background. Some children lose focus and wander to look at the television screen instead of concentrating on the activity.

that the childminder provides.

- The childminder wants children to become confident and develop their social skills before starting school. She takes children on regular outings with other childminders and their minded children, which benefits her minded children positively. The childminder also visits a local care home with the children. There they play games and do art and craft activities with the residents. This gives children the opportunity to talk to a wider range of people and develop their confidence. As a result, children are becoming increasingly confident and interact comfortably with visitors to the childminder's setting.
- Older children learn to develop their large-muscle skills. The childminder plans a range of outdoor activities to support their physical development. For example, children learn to balance across stepping stones. The childminder teaches them to navigate space safely as they learn to ride tricycles. However, when outdoors, the childminder does not always consider how to adapt her activities so that the younger or less mobile children can fully participate in activities.
- The childminder supports children's early mathematical skills. She embeds mathematical language throughout her activities. Children talk about the different sizes of trains and understand the concept of more. The childminder encourages children to practise their counting skills. At snack time, older children count how many raspberries and blueberries they have in their bowls. Younger children are also beginning to count. When the childminder counts 'one, two', they respond by saying, 'three'.

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:

- keep background distractions, such as the television, to a minimum to fully support children's developing ability to concentrate
- enhance the planning for younger children's play, particularly outdoors, to ensure that all children can fully participate in activities.

Setting details

Unique reference number	EY233213
Local authority	Leicestershire
Inspection number	10351733
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	11 October 2018

Information about this early years setting

The childminder registered in 2002 and lives in Shepshed, Leicestershire. She operates all year round from 7am to 5.30pm, Monday to Thursday, except bank holidays and family holidays. The childminder holds an early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rachel Barsby-Robinson

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how she ensures 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 curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views on the setting with the inspector.

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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