

Childminder report

Inspection date: 20 March 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

The childminder is nurturing and caring, which helps children to develop secure and caring bonds with her. She has created an engaging learning environment in her home, where children can safely play. Children are very happy and comfortable in the childminder's welcoming home. They are curious and motivated to learn. They persevere to create a bridge for a truck to drive over as they follow their interests in transport.

The childminder provides a wide range of resources that are appropriate to their age and stage of development. Children have good opportunities to develop their creative skills. For example, they use a variety of crayons, paint sticks and stickers to decorate their own percussion instruments.

The childminder focuses on personal, social and emotional development. She helps children to learn to share and take turns with toys and resources. The childminder is consistent in explaining expectations of behaviour, which supports children to learn about being kind and caring in their play with others. Children understand the routine of the day and enjoy taking responsibilities. For example, when older children know it is time for snack they carry their child sized chairs to the small table. The childminder supports the children to develop an understanding of healthy life styles. She talks to them about making healthy choices about what they eat.

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

- The childminder knows the children in her care well. She monitors their progress and uses her knowledge of what they know and can do to support her planning. However, on occasion, the childminder does not implement the activities in a way that challenges children's thinking and extends their learning. For example, as children create buildings with construction materials, the childminder suggests solutions before children have thought through problems for themselves.
- The childminder supports children's literacy skills well. She plans regular times to share stories and chooses books she knows will interest the children. For example, even very young children are fascinated as they cuddle up to the childminder to look at books and turn the pages. Older children recognise and name characters and talk about how the characters might be feeling. For example, they talk about how kind 'Paddington Bear' is to share his sandwich and that this could make his friends feel happy.
- The childminder plays alongside children and interacts in their chosen play. The children enjoy playing games with the childminder. Together, they match shapes that are the same and the childminder praises the children's achievements.

However, the childminder does not further extend children's understanding of mathematical concepts, such as the names and qualities of the shapes they match.

- Children's behaviour is consistently good. The childminder is an excellent role model, so children are polite, understand her high expectations and learn to manage their emotions successfully. Children make good relationships with each other and learn to share and take turns. They learn to manage their self care independently. For example, older children confidently put on their own coats and shoes and go to the toilet independently, which supports them to go to school enthusiastic to continue their development.
- The children have many opportunities to be physically active. The childminder plans activities for children to develop their large muscles as they climb up steps to use the slide and peddle ride on scooters. Younger children learn to make actions as they sing rhymes and older children develop their small muscles as they use pens to decorate eggs for Easter.
- The childminder has strong partnerships with parents. She works closely with parents to ensure they share good information so that they are consistent in meeting children's needs. Parents confirm that they are grateful for the effective support their children receive. Parents know what the childminder is currently supporting their children with, enabling them to do the same at home.
- The childminder understands that regular training helps her to keep her knowledge current and up to date. She attends training to support her to develop the curriculum she offers children. For example, she has completed training to help her to develop her learning intentions for younger children.

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 how planned activities are implemented to provide children with more challenge and extend new learning, to enable them to make the best possible progress
- recognise and build on the opportunities that occur in children's everyday play and activity to extend children's understanding of mathematical concepts.

Setting details

Unique reference number	EY296556
Local authority	Leicestershire
Inspection number	10312272
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 12
Total number of places	6
Number of children on roll	16
Date of previous inspection	25 April 2018

Information about this early years setting

The childminder registered in 2005 and lives in Birstall, Leicestershire. The childminder operates all year round from 7.30am to 6pm, Monday to Wednesday and 7.30am to 9am and 3pm to 6pm, Thursday and Friday, except for bank holidays and family holidays. The childminder provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector
Lianne McElvaney

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 her evaluation of the setting.
- The inspector observed a range of play activities in the childminder's home. She considered, with the childminder, the impact of teaching on children's learning and development and discussed children's progress.
- The inspector and childminder completed a learning walk around the setting. They discussed how the environment is organised and curriculum planned to support children's learning. The inspector took account of how the childminder completes risk assessments to ensure that children remain safe.
- At appropriate times during the inspection, the inspector spoke to the children and the childminder. She also took account of the written views of parents. The inspector observed the quality of interactions between the childminder and the children attending.
- A sample of documentation that supports the effective management of the childcare was viewed by the inspector. This included evidence of qualifications, the suitability of the childminder and other household members, and a sample of policies.

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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