

Childminder report

Inspection date: 26 November 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	Met
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What is it like to attend this early years setting?

The provision is good

Children thrive and show that they are happy at the childminder's welcoming home. They settle well to play enthusiastically at the start of the day with the support of the childminder. Children explore a wide range of fun activities. They make choices about which resources to use and cooperate well. For instance, the childminder helps children solve problems together. She guides them to compare sizes to create a tunnel wide enough for a model train to go through. Children try this out for themselves by moving the train through the tunnel. They watch what the childminder does and work out how to strengthen the construction and make a roof over the tunnel. The childminder provides a commentary for their play. She uses skilful questioning to engage children in conversation. The childminder plans a structured curriculum around children's interests. This helps prepare them for future learning.

Children throw their arms exuberantly around the childminder, showing their affection. There are strong bonds between children and the childminder. Children snuggle up to share their favourite books, and for comfort and reassurance. They show that they understand the boundaries and routines set for them and feel a sense of belonging. The childminder reminds children to say please and thank you. They are consistently playful, kind and respectful.

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

- The childminder promotes the development of children's good fine motor skills. For example, she encourages them to persevere while playing with construction toys, completing jigsaws, mark making and threading beads. Children proudly practise their physical skills as they hop and jump energetically. However, the childminder does not give children enough opportunities to play and learn outdoors in the fresh air.
- The childminder prioritises supporting children to learn the basic skills they will need for nursery and school. Children develop their independence, such as feeding themselves, dressing and undressing, and using the toilet. The childminder gently reminds children to share and take turns. One example of children's kindness is when a child offers a tissue to their friend.
- Parents comment that the childminder provides a home from home. They appreciate that the childminder is 'loving and caring'. Communication by the childminder about children's experiences keeps parents informed about children's progress and their next steps in learning. The childminder collects information from parents from the start about children's likes and dislikes, routines and needs. However, she does not find out in detail what children already know and can do to inform initial planning precisely.
- The childminder ensures that children develop a good understanding of healthy

choices. They enjoy nutritious snacks and meals, including a variety of fruits and vegetables. Children talk about how foods will help them to be big and strong. The childminder supervises them closely as they practise their social and communication skills at mealtimes. Children follow good hygiene procedures, such as washing their hands before snacks and meals.

- The childminder celebrates children's achievements with them. She offers a wealth of praise for children's efforts. Children say, 'Look at me,' as they balance on one leg. They beam happily when the childminder says she will display the snowflakes that they have carefully decorated with shiny paper and sequins. The childminder supports children to concentrate well relative to their ages. For example, she provides activities using magnetic pieces that children enjoy investigating. Children spend significant amounts of time fitting these together to create their own model houses.
- Children eagerly join in with favourite songs throughout routines. For instance, they sing nursery rhymes with the childminder during nappy changes. The childminder encourages children to look closely at books. She asks them to predict what number will appear on the next page when counting stars. Children talk with the childminder about letters and numbers around them, such as those in the childminder's displays. This helps the good development of children's early literacy, language and numeracy skills.
- The experienced childminder reflects regularly on children's experiences and how to improve interactions even further. She gets to know children well and reviews their progress daily. As a result, she swiftly identifies any gaps in children's learning and takes action to narrow these. However, links with other settings attended by children are not yet strongly established. This limits opportunities for a wholly consistent approach to their learning and care.
- The childminder continuously updates her knowledge. For instance, she researches and implements strategies to support children with specific areas of their development. All children, including those with special educational needs and/or disabilities, make good progress from their starting points.

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:

- provide more opportunities for children to play and explore outdoors
- enhance links to other settings attended by children to exchange information that helps fully promote their very best learning outcomes

- improve the information collected from parents at the start of a placement to learn more about what children know and can do.

Setting details

Unique reference number	EY299481
Local authority	Leicestershire
Inspection number	10359855
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	7
Date of previous inspection	20 December 2018

Information about this early years setting

The childminder registered in 2004. She lives in Countesthorpe, Leicestershire. The childminder operates from 7am to 6pm, all year round, except for the bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She works with an assistant. The childminder offers places for children in receipt of government funding.

Information about this inspection

Inspector

Cathryn Clarricoates

Inspection activities

- 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 inspector observed the interactions between the childminder and her assistant with the children.
- The inspector carried out a joint observation of a group activity with the childminder.
- Parents shared their views of the setting with the inspector in written feedback.
- 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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