

Childminder report

Inspection date: 28 August 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children develop warm relationships with the childminder who is caring and nurturing. They listen to instructions given by the childminder and generally behave well. The childminder intervenes quickly when children show unwanted behaviour and explains why this behaviour is unsafe. Children are learning to consider the needs of their friends and share equipment when prompted. When playing games, they wait patiently for their turn. Children display positive behaviour and support towards their friends if they struggle with an activity.

The childminder plans a range of activities to meet the developmental needs of all children. Children show they enjoy these activities as they are highly engaged in their play. They practise their small-muscle skills as the childminder teaches them how to use a rolling pin and cutters to make shapes out of play dough. The childminder gives children plenty of time to respond when she asks questions, which allows them time to think about their response. Children show prior learning as they read a story about a hungry caterpillar. They recall the name of a cocoon and explain that a butterfly will emerge. The childminder teaches children to count as they play a game with different types of pretend fish.

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

- The childminder has a clear curriculum which is broad and well-sequenced. She wants children to become confident and ready to go to school. The childminder prioritises children learning the social skills they need to interact with other children and adults to enable them to easily make new friends. The childminder thoughtfully plans her activities in line with her curriculum and ensures that all children make good progress.
- The childminder develops effective partnerships with parents. She knows each child and their family very well. Parents feel involved and included in their children's learning and development. They say that the childminder communicates frequently with them about the progress their child is making. Parents say their children love coming to the childminder's home. They talk about specific skills their children have learnt from the childminder, such as using scissors.
- Overall, the childminder supports children to develop valuable self-care skills. For example, children learn to use the toilet and wash their hands. They are supported to take off their coats and shoes and put them away when they arrive. However, the childminder does not consistently encourage children to do other tasks themselves. For example, she peels bananas for children at snack time and cuts up their food for them. This does not fully support children to build confidence in their independence skills in preparation for starting school.
- The childminder places a sharp focus on children with special educational needs

and/or disabilities (SEND). She undertakes specific training to support children. She recently completed a course to support children's speech and language, in addition to dedicated special educational needs coordinator (SENDCO) training. The childminder implements a range of strategies to ensure her educational programme is fully tailored to meet the needs of all children. She is passionate about ensuring children receive the support they need and works closely with external agencies. As a result, children with SEND make exceptional progress from their starting points.

- The childminder takes children to a number of different places throughout the week. Children visit a local woodland area to practise their large-muscle skills as they balance on logs and tree stumps. Children enjoy visiting the local library and participating in song and story time activities with other children. They talk about the books they bring home to share with their families. The childminder helps children to find books which are related to their recent interests. These activities help children to develop a love of books and reading.
- Children are becoming confident communicators. The childminder models language well. She skilfully repeats words back to children so they hear the correct pronunciation. The childminder supports younger children to learn simple new words. Older children expand their sentences to express a range of thoughts and ideas. When they make pretend people from play dough, they talk about how that person is feeling and explain why they may feel this way.

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 opportunities for children to further develop their independence and do things for themselves.

Setting details

Unique reference number	EY376351
Local authority	Leicestershire
Inspection number	10351659
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	4 October 2018

Information about this early years setting

The childminder registered in 2008 and lives in Market Harborough, Leicestershire. She operates all year round, from 8am until 6pm, Monday to Thursday, and 8am until 3pm on a Friday. The childminder holds a level 3 early years qualification. She provides funded early years 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 and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided and assessed the impact that this was having 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024