

Childminder report

Inspection date: 14 November 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
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 are extremely happy and content in the childminder's company. She knows the children very well, and they respond positively to her nurturing approach. Children enjoy sharing information with the childminder and regularly go up to give her a warm hug. The childminder skilfully plans activities that she knows will interest children and which arise from her secure knowledge of what children can do and what they need to learn next. This ensures that children remain motivated and they all make good progress. Through carefully building on children's knowledge and skills, the childminder prepares children well for their transition on to school.

The childminder gives exceptional attention to promoting children's awareness and understanding of the world around them. In particular, she promotes children's appreciation and understanding of other people's needs within the community incredibly successfully. Children learn to be kind and respectful. They delight in joining in games with their friends and willingly share and take turns with play equipment. The childminder has clear expectations for children's behaviour. Children listen carefully when given gentle reminders by the childminder, such as when they are asked to help tidy away. The childminder creates an environment where children thrive and are proud of their achievements.

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

- The childminder gathers a wide range of information from parents when children first start with her. She uses this information effectively to plan for children's individual needs and to build on their skills and understanding. This helps all children to make good progress and reach their potential.
- The childminder gives good attention to promoting children's communication and language skills. She involves herself in children's play and narrates and asks questions to help extend children's vocabulary. The childminder is a skilful storyteller. Children gather round excitedly when books are read to them. They ask questions and share their thoughts about the characters and main events. Children are encouraged to develop a love of reading from a young age.
- The childminder provides a meaningful and well-balanced curriculum. Children join in with planned activities with enthusiasm. For example, when using play dough, children confidently use tools, such as rolling pins and cutters, to make different shapes. The childminder identifies clear intentions for children's learning when planning her activities. However, occasionally, she does not fully consider how best to achieve this through the range of questions she asks. This means children do not gain the most from the activity.
- The childminder gives children high levels of praise and encouragement. She celebrates their achievements and claps when they perform songs and dances

for her. Children beam with delight in response. They develop positive self-esteem and demonstrate they are confident and capable learners.

- The childminder provides an excellent range of carefully considered experiences to help children deepen their appreciation of the differing needs of people in the community. For example, children regularly visit a local care home where they have fun joining in activities with residents. This helps them to develop an understanding of how they can help others, including people with disabilities. Children make and create items, such as key rings, which they hide in the local area for others to find. The childminder encourages children, through their acts of kindness, to reflect on the feelings of others.
- The childminder promotes children's health and safety effectively. Children consistently wash their hands to prevent the spread of infection. They enjoy helping to prepare healthy snacks, learning how to use knives safely to chop up fruit. Children are reminded to have regular drinks, so they remain hydrated.
- The childminder regularly engages in opportunities to further develop her professional knowledge and skills. This helps her to stay up to date with any changes in childcare legislation and continually improve her practice.
- Parents are very complimentary about the service the childminder provides. They comment on the progress children have made and the new skills they have mastered. Parents value the support the childminder offers them and receive regular information and ideas for activities they can do to support children's 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 further improve the quality of the early years provision, the provider should:

- strengthen the delivery of planned activities, so children gain the most from the intended learning.

Setting details

Unique reference number	EY378791
Local authority	Leicestershire
Inspection number	10368729
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	0 to 8
Total number of places	6
Number of children on roll	12
Date of previous inspection	5 December 2018

Information about this early years setting

The childminder registered in 2008. She lives in Donisthorpe, in Leicestershire. The childminder operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded education for children aged from nine months to four years.

Information about this inspection

Inspector

Kate Scheel

Inspection activities

- The childminder showed the inspector the areas she uses for childminding and explained her intentions for children's learning.
- The inspector spoke to parents during the inspection and took account of their views from written feedback.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector carried out a joint observation with the childminder of a group activity.
- The inspector observed the interactions between the childminder and the children.
- Children spoke to the inspector about their activities and what they enjoy doing while with the childminder.
- The childminder provided the inspector with a sample of key documentation on request, including training certificates.

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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