

Childminder report

Inspection date:

29 September 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children's behaviour is exemplary. They display consistently high levels of respect for each other and exceptional manners throughout the day. Children are independent and are encouraged to make their own choices and decisions within the setting. They use named pegs to identify their own belongings and are encouraged to do things for themselves. Children are supported from a young age to develop independence, in turn developing high levels of self-esteem and confidence.

Children demonstrate the very effective impact of a highly successful curriculum through discussions about previous experiences at the setting. The curriculum is well embedded throughout and the children demonstrate this in their play as the older children support the younger ones with tasks. They invite peers to join their play and talk to each other with respect and understanding. They are highly motivated, very eager to join in and concentrate intently on activities, making them confident and active learners. For example, the children enthusiastically choose their own activities, inviting peers to join them and proudly showing visitors what they are learning.

Children are extremely positive in social situations. They demonstrate a wonderful attitude to learning and are confident to share their experiences with others. All children have excellent conversational skills and speak confidently and fluently. They independently choose books and talk about the story together, pointing to the pictures and making suggestions about what might happen next. They demonstrate a secure foundation with language and literacy skills in preparation for their next stage of learning.

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

- All children make exceptional progress at the setting and can demonstrate what they have learned very well. Children show visitors an activity they took part in and how they learned about size and problem-solving. They display high levels of concentration and are enthusiastic and motivated to learn.
- The childminder demonstrates a clear and ambitious vision for the setting, which is continuously developed and extended through exceptional reflective practice. For example, since the childminder's previous inspection, the outdoor area has been developed and she has embedded a secure curriculum to ensure that children are making consistent and rapid progress, giving them a wealth of opportunities for learning.
- Through extremely successful and highly effective reflective practice, the childminder has identified areas that she would like to improve. She has put in place a plan to develop this. For example, she identified mathematics as an area

that she would like to improve throughout the setting and has therefore accessed the training and is developing resources to support this. The childminder demonstrates how she has consistently developed her knowledge over time and how she continues to focus her professional development and make continued improvements.

- The childminder provides a language-rich environment where the children hear and learn a rich breadth of vocabulary and language through conversation and reading. There is a vast range of books on offer for the children and the childminder takes time to read and discuss the stories the children choose, encouraging an absolute love of reading.
- The childminder has a well-organised and sequenced curriculum based around children's individual learning, progress and interests. The curriculum is well embedded throughout the setting and the children demonstrate this through their play. For example, the children support their younger peers with tasks. They invite peers to join their play and talk to each other with respect and understanding. There is a huge emphasis on personal, social and emotional development so that children are prepared for their next stage of learning, being confident and competent learners.
- The childminder is a highly effective key person. This supports the children to make secure attachments with the childminder and provides them with an outstanding environment where they feel safe and secure. She builds exceptionally strong partnerships with parents through ongoing communication and regular updates. Families also attend settling-in sessions before starting at the setting.
- The childminder ensures that all children will have the essential knowledge they need for future learning by taking account of cultural capital. She is aware of children's different experiences and will provide opportunities for children to explore further, offering them the knowledge and experience they need for their future. The children are eager to tell visitors about their trips to the local school, the funfair and park.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an outstanding knowledge of safeguarding and uses this to keep children safe in and out of the setting. School-aged children are taught in an age-appropriate way about wider safeguarding risks, therefore helping to keep them safe when at school and in the local community. The childminder has a broad knowledge and recognises that changes to behaviour may indicate wider safeguarding concerns. She identifies risks to children extremely well and goes above and beyond to ensure that her knowledge is always up to date. She has robust procedures and attends regular training to ensure the safety of all children.

Setting details

Unique reference number	EY380007
Local authority	Leicestershire
Inspection number	10130514
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 13
Total number of places	6
Number of children on roll	14
Date of previous inspection	29 October 2015

Information about this early years setting

The childminder was registered in 2008 and lives in Coalville. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Vikki Reynolds

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector spoke to children to find out about their time at the setting
- The inspector observed the quality of education being provided, indoors and outdoors, 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.
- Parents shared their views of 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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