

Childminder report

Inspection date: 19 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's care. When visitors arrive she reassures the children through gentle words and cuddles, helping them to feel safe and secure. Children are familiar with the routines of the day and engage in the range of interesting activities the childminder plans for them to support their learning and development.

Children have fun in the setting. When playing in the water they show good hand-eye coordination as they use cups to pour water down a pipe and squeeze pipettes to make patterns on the floor. Children show good concentration as the childminder shows them how to hold a jug under the hose to fill it up. Children laugh out loud when they learn to switch the hose on by themselves and wet other children. The childminder praises them for their skill, contributing to their positive self-esteem.

Children behave well and listen to the childminder, who is kind and calm as she talks with them. When using a wooden hammer to break apart ice in a tray, children follow her guidance. The childminder reminds them to be 'gentle' and 'not to hurt the other children' when they smash each ice cube apart. The childminder encourages children to persevere and problem solve, which supports their independence. When young children struggle to put on their own shoes, she reminds them to keep trying. Children are praised when they successfully complete tasks, contributing to their sense of achievement.

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

- The childminder has worked well with a local authority adviser and a mentor to help to improve and develop her practice. This has had a positive impact on the progress children make in her care. She has developed her curriculum to ensure that it is varied to support children's individual needs and abilities. She knows that some of the children in her care require further support to strengthen their hand muscles to prepare them for moving onto writing. To support this, the childminder provides children with equipment, such as pipettes to use during a planned activity to transport water from one container to another. This helps children develop their small-muscle skills.
- The childminder helps children to learn how to use a range of tools, such as hammers and child-friendly knives. She reminds children how to hold the knife when taking it to the table and shows them how to cut up their fruit at snack time. Children do this well and safely.
- Overall, the childminder supports children's language development well. She recognises that some children need more support than others to ensure they make the same progress as their peers. She talks to the children during their play, naming animals and repeating words that children struggle to pronounce.

However, at times she forgets to introduce more complex words or to use open ended questions to expand further on children's vocabulary.

- The childminder works well, in partnership with parents, to establish if children in her care need any additional help and support. She then works with other professionals to help to plan and tailor the environment to help them to reach their full potential. Furthermore, she takes time to share information with all parents about the progress their children make in her care. She offers suggestions on how they can build on children's learning further at home, such as using threading or small bricks to develop their small-muscle skills. Parents' written comments are highly positive and praise the childminder for the care and support she gives to their children and the whole family.
- The childminder recognises the importance of children having regular access to the outdoors to support their good health and well-being. She sets up activities in the garden to support both their large- and small-muscle skills. Children show good balancing skills as they step across the numbered stepping stones the childminder has arranged. The childminder provides cups, pipettes and spades, which children use to fill various containers in the water tray and make castles in the sand. This helps to enhance their mathematical skills.
- The childminder enhances children's understanding of the world as she helps them to learn about animals and where they live. She uses well-planned adult-led activities during which children can search for animal models in ice, make animal magnets and decorate animal bags. However, sometimes activities offered are heavily adult-led, which limits children opportunities to make their own decisions or choices in how they play.

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:

- help children to expand their speaking skills further
- give children more opportunities to independently choose how and where they want to play.

Setting details

Unique reference number	EY396034
Local authority	Leicestershire
Inspection number	10317963
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 8
Total number of places	6
Number of children on roll	10
Date of previous inspection	10 October 2023

Information about this early years setting

The childminder registered in 2009 and lives in Hinckley, Leicestershire. She operates all year round, from 7.30am to 5.30pm, Monday, Wednesday, Thursday and Friday, and from 7.30am to 6.15pm Tuesday. The childminder has a relevant early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Alexandra Brouder

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector around the areas of her home used for childminding and explained her intentions for children's learning.
- The inspector received written feedback from parents and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector observed the interactions between the childminder and the children.
- 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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