

Childminder report

Inspection date: 18 June 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in this magical setting. The childminder and her co-childminder build strong attachments with their key children, which help them feel safe and ready to learn. Children take part in self-registration. They find their name and photo, and then display it on the board. The childminder uses these initial routines to talk to children about their feelings and helps them understand that it is okay for them to express their emotions. These activities help children to feel valued and give them a sense of belonging.

The childminder helps children to develop their physical skills by providing a range of stimulating experiences. Children spend time in the outdoor area, where they build on their core strength and agility. The childminder encourages children to take age-appropriate risks and challenges. For example, children lift themselves up and swing from a tree branch. They take turns to go up and down the slide. When children are confident with the smaller slide, the childminder encourages them to tackle the taller one. Furthermore, the childminder increases the gap between stepping stones so that children need to take longer strides. Children use their arms to help themselves balance. This supports children to build excellent levels of self-esteem and can-do attitudes.

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

- Children are developing a love for the natural world. The childminder plans activities to teach children about life cycles. She brings this learning to life by providing children with the opportunity to watch frog spawn develop into frogs. Children huddle around the tank and use their magnifying glasses to take a closer look. They are fascinated to see the tadpoles that have developed into froglets. The childminder asks the children questions to help them recall previous learning. Children confidently talk about the different stages of the life cycle. The childminder provides the children with new knowledge as she talks about frogs being amphibians and that they can live in or out of water.
- The childminder knows the children she cares for and their families extremely well. She finds out about experiences children have had before starting at the setting. This helps her to understand what children already know and can do. The childminder constantly speaks with parents about their child's learning and keeps them up to date with their progress. Furthermore, she shares ideas of activities to do at home to stretch children's learning further.
- The childminder demonstrates a commitment to her role. She works closely with her co-childminder to share ideas for activities and experiences. The childminder takes steps to deepen her knowledge and skills through research and training. For example, the childminder recently attended training that is aimed at supporting two-year-old children. She has used this new knowledge to enhance

the learning opportunities for young children.

- The childminder supports children's good health well. She uses opportunities during lunchtime to improve children's knowledge about healthy eating. For instance, children recall what fruits they chose and chopped up to make healthy lollies and that fruit gives them vitamins. This contributes to children's understanding of making good choices and a healthy lifestyle.
- The childminder has clear learning intentions for children and plans a curriculum to support them to make progress and prepare for their next transition into school. For example, she provides activities to help children develop large-muscle movements, such as crawling, climbing and pushing. This strengthens the children's arm muscles in readiness to hold a pencil. However, the childminder does not always differentiate group activities to ensure that all children are suitably challenged.
- Children's personal development is superbly promoted. They have access to experiences that support their understanding of people, families and communities beyond their own. For instance, during Diwali, the childminder takes children to visit the 'golden mile'. Children learn about the festival of light. They bring back creative ideas to the setting and engage in designing their own Rangoli patterns.
- The childminder has extremely high expectations of children. As a result, children's behaviour is exemplary. They have impeccable manners and use 'please' and 'thank you' without prompting. The childminder provides activities to help children form friendships with their peers. This encourages children to have positive interactions with each other, showing kindness and empathy.

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:

- adapt group activities so that all children are suitably challenged.

Setting details

Unique reference number	EY397329
Local authority	Leicestershire
Inspection number	10343356
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	18
Number of children on roll	18
Date of previous inspection	4 February 2019

Information about this early years setting

The childminder registered in 2009 and lives in Leicester. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 3. She works with a co-childminder and two assistants. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kelly Langley

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 inspector and the childminder completed a learning walk together to gain an understanding of the curriculum intent.
- The inspector carried out a joint observation and evaluated this with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector read written comments 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 spoke with the childminder, the co-childminder and her assistant at appropriate times throughout the inspection.

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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