

Childminder report

Inspection date: 13 December 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children settle easily in this welcoming environment. They enjoy a wide range of activities and involve the childminder in their play. Relationships between the childminder and the children are good, and affection is readily given and received. Resources are stored at a low level, which enables children to make their own choices and select toys independently. This helps children to follow their own interests and build on what they can already do.

The childminder provides toys that children enjoy playing with and activities to support their learning and development. Children show persistence and develop hand-eye coordination as they fill bottles with dried pasta. They show curiosity as they try to work out how to put the bottle lid on and carefully watch the childminder's demonstration and then copy by twisting. Children enjoy moving their bodies in time to music and attempt to follow the childminder's actions when singing familiar songs. They develop concentration as they join train tracks and roll trains along the lines they create. The childminder praises children's achievements. This motivates children and helps to sustain their engagement in activities. Children are developing a positive and confident attitude to their learning.

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

- The childminder's enthusiasm and passion for her role shine through in everything she does. The strong bond between the childminder and the children is evident. The childminder develops children's emotional well-being and feelings of being safe and secure as she responds to their immediate needs with care and consideration. For example, she recognises when children are becoming upset or tired and cuddles them up to her, using comforting words as she reassures them.
- The childminder's support for children with special educational needs and/or disabilities is a key feature of her practice. She recognises gaps in children's development and works with parents and other professionals to ensure that children and their families receive the support they require.
- The childminder is committed to continuing her professional development and following practices to benefit children and families. For example, she has recently undertaken research to update her knowledge of safe sleeping and risk assessment when on outings. Children learn about their safety as they regularly practise fire evacuation drills with the childminder and listen to simple stories about safety online.
- The childminder observes and assesses children to plan for their future learning. She shares information about children's development with parents. Parents comment that their children make good progress in the childminder's care, especially in their personal and social development. They are extremely positive

about the service that the childminder provides and her work to secure additional support for their children.

- The childminder has high expectations of children's behaviour. Children listen to the childminder well and happily follow her instructions. For instance, children help to tidy their toys away and wash their hands before eating. They learn to be kind and caring as the childminder offers them praise throughout the day. This helps to raise children's self-esteem and develops their sense of security.
- The childminder supports children's love of books. She enthusiastically reads stories using lots of expression. The childminder encourages children to push interactive buttons and point to some features seen in the pictures. Older children engage well and repeat phrases from the well-known story. However, the childminder's strategies to develop communication and language for younger children do not successfully ensure that they join in. For example, she speaks very quickly and sometimes uses long sentences when talking and reading to them. Younger children are not always able to hear or learn new words.
- Overall, the childminder targets her support and activities to ensure that children's knowledge continues to grow. For example, children learn about nature as they enjoy walks to search for birds, ducks and ants. Back at home, they explore books and research information online to support their understanding further. However, the childminder does not always carefully consider what she wants younger children to learn from planned activities to further support their individual next steps in learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps children safe. For example, she ensures that her front door is locked and uses stairgates to prevent children from accessing areas unsupervised. The childminder keeps her knowledge and skills up to date. She talks confidently about the signs and symptoms that may suggest some concerns about children's welfare. The childminder understands local safeguarding procedures and talks confidently about what she would do if she thought a child was being abused. Consistent routines outside of the home ensure that children learn about road safety and keeping themselves safe, such as when getting out of the car on the return from the school run.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- develop clearer links between the intent and delivery of activities to shape these to the learning needs of younger children
- develop ways to enhance younger children's communication and language to extend and increase their vocabulary and acquisition of new words.

Setting details

Unique reference number	EY400078
Local authority	Leicestershire
Inspection number	10316754
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	8 May 2018

Information about this early years setting

The childminder registered in 2009 and lives in Loughborough, Leicestershire. She operates all year round, from 7.20am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector

Tina Garner

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 her evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- The inspector looked at a sample of the childminder's documents. This included pertinent policies and evidence of the suitability of all those living on the premises.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.
- The inspector completed a joint observation and evaluated this with the childminder.
- The inspector took account of the written feedback from parents.

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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