

Childminder report

Inspection date:

12 March 2024

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Outstanding

What is it like to attend this early years setting?

This provision meets requirements

Children are happy to be collected from school by their welcoming childminder. Children experience warm and loving relationships with her. Their interactions are natural and filled with genuine affection. The childminder listens attentively as children excitedly chat about what they are going to do at her home, demonstrating a secure, positive relationship. Children display excellent behaviour as young children hold hands with the childminder and older children walk ahead calmly, keeping themselves safe. Children are regularly praised, building up their self-esteem and confidence.

Children confidently access the array of activities set out by the childminder in the well-thought-out environment, and spend long periods of time focused on them. The childminder encourages children to use their imagination. Children set up a spa, while others create their own storybook. The childminder introduces new vocabulary, such as evolution and aesthetics, to develop children's communication and language. She adds meaningful descriptions to these words to build on what children already know. Children confidently ask questions as they explore, and they listen carefully to the childminder as she skilfully supports them to find answers and solutions for themselves. As a consequence, children demonstrate high levels of resilience and a 'can-do' attitude. They are confident, and they enjoy sharing their successes with the childminder, who responds positively with praise.

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

- When children arrive at the setting, they understand what is expected of them. They respect each other and take it in turns to take off their shoes and coat and put away their belongings. Children demonstrate their independence as they wash their hands before food and after personal care routines.
- The childminder knows the children well. She understands and supports children's individual needs and interests. She involves the children in her planning, and they work together to create an exciting environment. This results in children demonstrating high levels of curiosity and concentration.
- The childminder supports children's self-esteem well, for example, as she thanks them for being great helpers when they take the meal orders in the dinner book. Others help the childminder to serve the dinner and drinks. Children develop a real sense of responsibility, which positively impacts on their behaviour.
- The childminder has high expectations of children's behaviour and is a positive role model. Children consistently demonstrate kindness towards the childminder and each other. For example, older children want to help the younger children when playing together. They are respectful of the views of others and take time to listen and respond positively to their peers' ideas and interests when playing

together.

- The childminder actively supports children's well-being. She talks to children about how they are feeling and teaches empathy using discussion and books. This contributes to the high levels of emotional security shown by all children.
- Parents report that their children love their time at the home-from-home setting. The childminder takes a genuine interest in children, which supports them to feel special, safe and happy. The childminder takes time to get to know the families and children, and caters to children's individual needs and interests. Parents comment on how kind and thoughtful the childminder is. She liaises effectively with the school and parents to meet any arising needs and supports children to be confident individuals.
- Children demonstrate that they feel positively valued and appreciated by the childminder. For example, children build a very strong sense of belonging in their surroundings as they eagerly recognise their own photos on the photo wall and talk confidently about what was happening when the photo was taken. Children ask the childminder to see how tall they are, and she marks their height on the wall. These activities provide comfort and a strong sense of belonging to children.
- Children have excellent opportunities to learn about the world. For example, the childminder and children discuss prehistoric animals together. Children have access to a large array of non-fictional books, which the childminder discusses with them to further support their understanding.
- The childminder is continuously improving her own professional development and has focused on expanding her knowledge by undertaking refresher training in mandatory subjects, including safeguarding.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY403291
Local authority	Leicestershire
Inspection number	10316777
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	5 to 7
Total number of places	6
Number of children on roll	14
Date of previous inspection	16 May 2018

Information about this early years setting

The childminder registered in 2009. She operates from 8am to 8.30am and from 3pm to 6pm, Monday to Wednesday, term time only. The childminder holds an appropriate teaching qualification.

Information about this inspection

Inspector

Ali Lancaster

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 took account of the views of parents through written testimonies and discussion.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- Children spoke to the inspector during the inspection. They shared which activities they enjoy at the childminder's.
- The childminder provided the inspector with a sample of key documentation on request.

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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