

Childminder report

Inspection date: 18 November 2024

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 are happy, and they enjoy a wide range of learning activities at the childminder's home. The childminder ensures that children benefit from a warm, welcoming play environment where they settle quickly. She forms secure bonds with all of the children in her care. Children confidently seek out the childminder for cuddles and reassurance when needed. Children are encouraged to talk about their emotions and when they feel sad. They begin to recognise others' feelings and offer comfort to their friends. This supports the development of their good socialising skills.

Children learn to behave well and use good manners, such as saying 'please' and 'thank you'. The childminder is a positive role model with high expectations of children. She encourages children to share and take turns, such as when they play with model vehicles and figures. Children enjoy plenty of praise and encouragement. For instance, they delight in a 'high five' with the childminder to celebrate their achievements. Children are supported to develop self-care skills, such as using the toilet, washing their hands and feeding themselves. The childminder gets to know children and their families well from the start. She provides learning experiences that build on what children already know and can do. Children gain the necessary skills in readiness for future learning.

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

- Partnership working with parents is strong. The childminder exchanges information with parents frequently, for example, through daily contact and regular newsletters. Parents comment that their children are 'thriving' in a 'safe and calm environment'. They know about their children's experiences, such as the much-loved books they enjoy at the childminder's home.
- Children delight in choosing and joining in with their favourite songs and rhymes. They listen to familiar stories and access a variety of attractive and age-appropriate books. The childminder gives children a wealth of opportunities to practise their mark-making skills in readiness for later writing when they start school.
- The childminder completes training, such as paediatric first aid, food hygiene and safeguarding. She develops knowledge about how children learn and develop through courses and qualifications. However, the childminder has not yet targeted the professional development programme to strengthen specific aspects of the quality of education to secure the very highest outcomes for children. For example, on occasions, she does not find ways to answer some of the more challenging questions when children are curious about the world around them.
- Children, including those with special educational needs and/or disabilities, make

good progress from their starting points. The childminder identifies clear and appropriate next steps for each child. These are shared with parents so that they can continue their child's learning in the home. The childminder identifies any gaps in children's learning and development. She links effectively to other professionals, including local schools, to access support.

- The childminder provides an ongoing commentary for children's play. She chats with children about their families and homes. She uses signing to help young children develop good communication and language skills. However, on occasions, she does not name objects correctly to extend children's vocabulary during activities.
- The childminder takes children on outings to local parks, schools and shops. Children help to buy ingredients to take home for baking. They learn about different cultural celebrations, such as Diwali and Bonfire Night. This helps children to understand more about the wider world around them.
- Children show they feel secure and know what the childminder expects of them. The childminder sets and implements clear guidelines and boundaries. For example, children confidently tidy away resources in response to a special song. The childminder ensures that the children know how to hang up their coats and find their name cards at the start of the day. This helps promote their independence and make them feel valued. Children learn to be kind towards each other and cooperate during their play.
- The childminder provides nutritious home-cooked meals. Children try new fruits and vegetables, which helps them to understand how to make healthy choices. Young children learn to feed themselves independently using spoons and forks. The childminder ensures that children benefit from fresh air and exercise as they play outdoors in the garden or local open spaces. They build their stamina on walks in the community and while dancing in the playroom to music. This supports their good physical development.

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:

- enhance interactions to enrich and extend children's communication and language skills
- target the professional development programme to strengthen the quality of education even further and secure the very best outcomes for children.

Setting details

Unique reference number	EY429104
Local authority	Leicestershire
Inspection number	10359956
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	12
Number of children on roll	12
Date of previous inspection	10 December 2018

Information about this early years setting

The childminder registered in 2011 and lives in Braunstone Town, Leicester. She operates all year round, from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. She is registered to work with an assistant. The childminder provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Cathryn Clarricoates

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Parents shared their views of the childminder with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector carried out a joint observation of a communication and language activity with the childminder.
- The inspector observed the interactions between staff and children.

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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