

Childminder report

Inspection date:

29 February 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

The childminder and assistants know the children well and offer a variety of experiences to meet their interests. Children enjoy exploring the sand and water provided. They focus as they mix them together and learn about the properties of materials. The assistant helps children to use a hose pipe, she encourages them to keep on trying when they find it tricky. Children persevere and when they manage it, they giggle with excitement as they squirt the water. They are developing their physical strength and coordination. When they go inside children take off their coats independently and settle for a story. Children choose to build with bricks. The childminder keeps them safe while they play. For example, children remember why they need to play carefully with the bricks near the fish tank. The assistant reads enthusiastically, while children of all ages listen carefully. Children understand the sequence of the story and join in with repetitive phrases.

Children confidently choose what to play with. However, occasionally, the childminder does not respond and interact with the child in their chosen activity. Additionally, at times, there is a lack of routine, this leads to a chaotic and disorganised environment without the childminder or an assistant available to support some of the children. This does not help children to sustain high levels of concentration and hampers their ability to make the very best rates of progress.

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

- The childminder has worked hard to address previous actions. She has completed training to improve provision for two-year-olds. Young children now have an appropriate environment to support their play and learning. The childminder has improved the curriculum for communication and language development. The childminder has strengthened the curriculum, she knows what she wants children to learn and this supports their development.
- The childminder supports her assistants with their continuous professional development. This ensures they develop the skills and knowledge they need to carry out their role. The childminder has also re-organised the space available to children so that they can move around and play comfortably.
- The childminder does not have an established routine. Therefore, when different children become hungry, tired, or ask to go outside and play all at the same time, she attempts to respond to each of them. The childminder and her assistants cannot give all children the attention they need at these times. This has a detrimental impact on the rest of the children. For example, children's desire to learn new skills, such as fastening their coat, is curtailed by the disorganised environment. This means they cannot be supported with this.
- The childminder works together with other professionals, parents, and teachers to plan a smooth transition to school for the children. She identifies when

children have special educational needs and/or disabilities and, therefore, may need additional support. Consequently, these children receive the help that they need to make progress.

- The childminder and her assistants promote communication and language development. They listen carefully and respond to what children say. They sensitively correct any mispronunciations to ensure children hear and learn the correct word. They use sign language to include all children's preferred communication style. They read expressively to children and promote a love of books.
- The childminder and her assistants promote mathematics during children's play. For example, they use different sized bowls and spoons and introduce vocabulary, such as big and biggest. Children build towers and compare their height with their friend and measure who is the tallest. They make boxes for different sized teddy bears and count how many bears they can fit into the box.
- The childminder works closely with parents and provides them with daily information about their child's learning. Parents report positively about their children's experiences with the childminder. They also appreciate receiving information to support their children's learning. The childminder provides favourite story books for parents to read and share with children at home.
- The childminder recognises the need for children to have a healthy lifestyle. Children play outdoors each day in the fresh air and have access to fresh drinking water. The childminder supports parents with healthy eating, she provides parents with ideas and appropriate health guidelines to ensure children have healthy meals.

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:

- strengthen interactions to ensure that all children remain fully engaged and interested in their learning and make progress
- strengthen daily routines to ensure that all children get the help that they need.

Setting details

Unique reference number	EY445814
Local authority	Leicestershire
Inspection number	10316181
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	0 to 9
Total number of places	18
Number of children on roll	12
Date of previous inspection	26 September 2023

Information about this early years setting

The childminder registered in 2012 and is located in Narborough, Leicestershire. She works with two assistants. The childminder operates from 7.30am to 5pm, Monday to Friday, during term time, and from 7.30am to 5pm, Tuesday to Friday, during school holidays. The childminder provides funded early education for three- and four-year-old children. The childminder and an assistant hold a relevant early years qualification at level 3.

Information about this inspection

Inspector

Hayley Butters

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 and the inspector discussed the organisation of the early years provision, including the aims and rationale for the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and her assistants and the children.
- Children spoke to the inspector about what they enjoy doing at the childminders.

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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