

# Childminder report

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Inspection date: 14 February 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

The childminder provides a home-from-home environment. Children are settled and happily follow the routines that the childminder has established. Children understand the childminder's expectations and are developing their independence. They find and put on their coats and shoes, ready to go on an outing. They walk next to the childminder as she holds their hands to keep them safe. While they walk, the childminder promotes learning about the natural world. Children are encouraged to use their senses to feel the wind and listen to the birds. The childminder encourages children to talk about what they can see, to promote their language development. Children are learning about road safety. The childminder helps children to press the button at the crossing, and they wait to cross the road safely. The childminder encourages children to explore the outdoor space and develop physical coordination as they run and balance.

When they arrive home, children remind each other to wash their hands. Children develop social skills as they sit alongside the childminder and their friends at mealtimes. When they find it tricky to open food packets, the childminder encourages them to try again. Children persevere until they manage it. After lunch, children of all ages listen carefully as the childminder enthusiastically reads a story. Children become fully immersed in the experience, as the childminder provides meaningful activities linked to the book, which brings the story to life.

## **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 worked with the local authority to refresh her knowledge and understanding of child development. The childminder undertakes training to aid her continuous professional improvement. She keeps up to date with current information from professional associations so that she can implement new initiatives in her practice. 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 uses information gained from her assessment of children's learning to plan appropriate next steps. She shares relevant information about the children's development with parents and health professionals. However, she does not always share information with other settings that children attend.
- The childminder promotes mathematical development through planned and routine activities. For example, children are encouraged to understand numbers as they count the toy cars and tidy them away. They enjoy activities where they match shapes and learn about their properties.
- The childminder works closely with parents. She gathers information to offer experiences that complement each child's home life. The childminder provides

parents with information to support their child's learning at home. Children take books home to encourage a love of reading.

- The childminder promotes a healthy lifestyle. For example, parents are encouraged to provide healthy food and snacks. Every day, children exercise outdoors, supporting their developing physical strength.
- The childminder promotes children's communication and language well. She listens carefully to the children and repeats what they have said. She adds additional words to extend sentences and introduce new vocabulary. For example, as children look at books about caterpillars, they point to pictures and say, 'That is the caterpillar's house'. The childminder introduces the word 'cocoon', and the children repeat the word with the childminder. The childminder reads and sings with the children every day.
- The childminder finds out what the children's interests are. She uses this information to plan activities and select resources that promote their learning. For example, children enjoy playing with dolls, so the childminder provides pushchairs and doll clothes and encourages imaginative play, sharing and turn taking.
- The childminder understands how to support children to develop the knowledge and skills they need so that, when the times comes, they benefit from what school has to offer. This includes supporting children to learn how to communicate their needs. For example, children say when they are feeling tired. They learn to dress themselves, put on their shoes, and wash their hands. They are independent in managing their own personal hygiene.
- The childminder includes a wide variety of outings in her curriculum. For instance, children visit museums, parks, and playgroups. This helps children learn about the world around them.
- The childminder promotes positive behaviour. She supports children to take turns. For example, when playing a game, she helps children to wait for their turn to pass an object. Additionally, when children are playing with dolls, she helps them to share the pushchair by encouraging them to place both dolls in the chair together.

## 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:**

- improve information sharing with other settings that children attend.

## Setting details

<b>Unique reference number</b>	EY449512
<b>Local authority</b>	Leicester
<b>Inspection number</b>	10277215
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	18 January 2023

## Information about this early years setting

The childminder registered in 2012 and lives in Leicester. She operates all year round, from 8am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder and her assistant both hold relevant early years qualifications at level 3. The childminder offers funded early years education for two-, three- and four-year-old children.

## 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 the children.
- 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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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