

Childminder report

Inspection date: 4 September 2025

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, settled and enjoy spending time with the childminder. They benefit from a caring and nurturing relationship, which helps them to feel secure. The childminder knows children well and talks confidently about their interests and personalities. She provides a wide range of activities, indoors and outdoors, that capture children's curiosity. For example, children play memory games, laughing as they try to work out what object is missing. When the rain begins to fall, the childminder encourages the children to put on their wellington boots and they go to listen carefully to the sound it makes outside. As the sun comes out after the rain, she encourages children to make shapes with their shadows. This helps children to develop a love for learning.

The childminder places a focus in her curriculum on supporting children's communication skills. She models language well and encourages children to take turns. For instance, during role play with a toy ice-cream parlour, the childminder prompts children to ask politely and praises them for using good manners. Children's confidence grows through this support. Children spend lots of time exploring the local environment. They visit parks, woodlands and soft-play centres. The childminder uses these experiences to help children to develop confidence, physical skills and a sense of adventure. She shares books with children, even while out and about. The childminder gives children calm moments and reinforces a love of stories. She weaves music, singing and role play into the day, supporting children's language and imaginations.

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

- The childminder adapts activities to reflect children's interests, for example providing number puzzles for those who enjoy counting. However, she does not always tailor her teaching fully to address any gaps in children's development. For instance, she places a focus on early letter recognition before children are secure in their personal, social and emotional skills, such as playing cooperatively.
- The childminder knows children's interests well. She provides activities that capture children's attention, such as puzzles, role play with dolls or feeding the fish in the garden. These experiences promote children's curiosity and enjoyment. However, at times, the childminder introduces too many activities in quick succession. She moves activities on too quickly, which reduces opportunities for children to concentrate and investigate more deeply. This limits opportunities for children to explore in depth and practise new skills.
- The childminder promotes children's communication and language effectively. She repeats words clearly to support children's speech development and introduces new vocabulary through games and stories. During story time, the

childminder leaves out words for children to recall, encouraging their memory and participation. This supports children to communicate well.

- Children develop their independence during daily routines. The childminder encourages children to wash their hands before snack, sit together at the table, feed themselves and to help tidy toys away. This helps children to develop their self-care skills.
- Children develop their physical skills through the purposeful activities the childminder plans for them. For example, they use play dough to develop their fine motor strength, paint with water and brushes outdoors and chalk on black paper. These experiences help to prepare children for early writing.
- The childminder has high expectations for children's behaviour and sets clear boundaries. However, she does not consistently explain the reasons behind these expectations. For instance, when children throw toys, she does not extend her teaching by helping them understand the consequences, such as the risk of breaking toys or hurting others. This does not support children's understanding of right and wrong or help them to learn to manage their own behaviour.
- The childminder works closely with parents and carers. She shares daily updates and offers advice to support children's learning at home. For example, she suggests activities for building children's speech and encourages parents to promote their independence, such as letting children put on their coats themselves. Parents speak positively about the support their children receive, noting improvements in their speech and confidence.
- The childminder forms warm and secure relationships with children. This helps them to settle quickly and feel safe. For example, children seek reassurance when they are upset. The childminder supports children to manage their emotions calmly.

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:

- use knowledge of children's development to plan more tailored activities to close any emerging gaps in children's learning
- support children to sustain concentration, practise new skills and deepen their learning more precisely
- help children to develop a deeper understanding of the expectations for their behaviour and the reasons behind them, such as by explaining to children why rules and boundaries are in place.

Setting details

Unique reference number	225679
Local authority	Leicestershire
Inspection number	10418331
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	2 to 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	22 January 2020

Information about this early years setting

The childminder registered in 1992 and lives in Market Harborough, Leicestershire. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Betty Ekberg

Inspection activities

- The inspector viewed the premises and discussed the safety and suitability of the resources provided at the setting.
- Children spoke to the inspector about what they enjoy doing while at the setting.
- 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 took the views of the parents into account.
- 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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