

Childminder report

Inspection date: 12 March 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy their time in this warm and nurturing home-from-home environment. Older children confidently join in with the childminder to sing a welcome song. She uses photos of the children to encourage younger children to say their own name. This helps to build children's sense of belonging. The childminder uses praise and encouragement to build children's confidence and well-being. Children are supported to take turns picking an object from a bag that matches a nursery rhyme for them all to sing. Children are given choices about what they want to play with and have opportunities to vote for who will help with tasks, such as getting the fruit for snack time. Opportunities like this promote children's self-esteem.

Children become good communicators from a young age. The childminder uses Makaton consistently alongside clear speech to help all children, including those with special educational needs and/or disabilities (SEND), communicate. During a sensory bear hunt activity, the childminder uses signs for over, under and through. Children are encouraged to participate in retelling the story. The childminder provides time for children to practise saying the new words before proceeding to the next part of the story. Children confidently speak to each other and the childminder during play. The childminder asks the children questions about what they are doing and gives them time to respond.

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

- The childminder develops strong bonds with the children. They separate well from their parents and go to her for comfort or support. The childminder has a gentle manner with the children that helps them to feel safe and secure in her care.
- The childminder has strong partnerships with parents and other settings that children attend. She collects relevant information from parents when children start. The childminder provides regular updates about their development and shares ideas to work on at home. The childminder also regularly shares information with other pre-school settings and uses information they provide to influence her practice.
- Children develop good independence skills. For example, they are shown how to wash their hands before eating meals and are encouraged to use the potty before having their nappy changed. The childminder supports children to try opening a zip first before helping the child to open it together, so that they can get the dressing-up clothes out of the bag.
- The childminder supports children's health and well-being. For example, she offers them healthy snacks and home-cooked meals. The childminder encourages children to try a variety of different fruits during morning snack. The

childminder teaches children about the importance of oral hygiene as they take part in activities and use toothbrushes to clean pictures of teeth.

- Children develop positive behaviours. The childminder has high expectations for children and reminds them, when needed, about how to be gentle with others and how to share and take turns with resources. Children understand the expectations of them, the childminder models saying please and thank you and how to wait for their turn.
- The childminder plans a varied curriculum that focuses on what she wants children to be able to do by the time they move on to school. She uses children's interests to support their learning. However the activities she plans are not always adapted to meet the different needs of all children. Consequently, some children's learning is not maximised at these times.
- The childminder completes a variety of training and professional development opportunities to keep her knowledge and skills up to date. She regularly evaluates her practice and the impact that training has on her provision. She chooses training to meet the emerging needs of children in her setting. For example, after recently completing training she now adds waiting time after asking questions to children, to give them more time to think before they respond.
- The childminder helps children develop their physical skills. She provides small balls for children to practise throwing and catching. Children build their small-muscle skills when exploring different materials with their hands. Older children are taught to use child-safe knives to cut fruit for snack time. The childminder ensures they hold the knife securely as they perform this task. to support their safety.

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 planned activities to meet the varying learning needs of every child.

Setting details

Unique reference number	2702649
Local authority	Leicestershire
Inspection number	10380242
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	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Wigston, Leicestershire. She operates all year round from 7am to 6pm.

Information about this inspection

Inspector

Lowri Bartlett

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- 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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