

Childminder report

Inspection date: 20 May 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

The children thoroughly enjoy being with the childminder, who provides a warm, welcoming and safe environment. They have developed strong bonds with the childminder, who knows them well. When children begin with the childminder, she prioritises emotional well-being by ensuring an individual settling-in period to support their needs. Once settled, she keeps all personal needs and interests up to date and accommodates children's changing needs. As a result, children are happy and motivated to attend the setting. They run to the childminder with open arms and say how much they love being at the childminder's home.

The childminder's warmth, love and care for the children form the foundation of the curriculum, which aims to ensure that children are happy, thrive and are ready for their next stage of learning. Children benefit from a range of activities that meet their developmental needs and interests. For example, children who enjoy transporting craft items benefit from water trays and mud kitchens in the outside area to support their interest. Children who prefer quieter activities enjoy a well-resourced book area where they can take time to explore a range of stories. Children's weeks are also filled with various activities in the community. They benefit from attending regular groups to develop social skills and enjoy visiting shops and local farms.

The childminder supports children in developing social skills and teaches them how to be kind. They are polite and considerate of their friends. For example, older children care for the younger children by supporting them in joining in with their games and cheering them on when they need encouragement. As a result, children play well together and develop good friendships.

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

- Children benefit from the childminder's knowledge and understanding of the areas of learning. In particular, she prioritises teaching children the key skills and knowledge of the prime areas before moving children on to more specific areas. For example, children benefit from numerous opportunities to develop their hand strength and control through sensory play, before moving on to more intricate activities, such as threading and mark making. This provides children with a secure foundation for future learning.
- The childminder provides children with a range of planned activities. For example, during a craft activity, the childminder provides stickers to support children's fine motor skills. She supports children to peel the stickers off, so they can learn how to use them independently. The childminder also promotes discussion about the stickers as children create their pictures. However, as the children progress in activities, the childminder does not always adapt them to

build on children's skills and move their development on even further.

- Children play well with each other and show excellent problem-solving skills. During free play, for example, children experiment with pushing objects down a large tube. When an item gets stuck, children speak with each other and experiment with different ways to retrieve it. The childminder supports them by asking open-ended questions, which helps children try new techniques. This helps children develop the skills they need to work as a team and extends their thinking skills.
- The childminder works well with parents and values their input. Daily feedback opportunities foster good relationships where parents feel valued and supported. The childminder ensures that children are supported at home by advising parents of their next steps and providing resources for them to try at home. This ensures children's continued progress in their development.
- The childminder supports children in understanding the importance of a healthy lifestyle. She provides children with physical opportunities outside, movement inside and a variety of outings that encourage children to be active. In addition, she promotes the discussion about healthy eating by talking about fruit and giving children the choice of what fruit to eat for lunch.
- The childminder creates an environment that promotes children's communication and language skills. She supports children's ongoing communication skills through techniques such as modelling language, and she skilfully uses songs and rhymes to support their ongoing development. The childminder also recognises the need for children to have time to process language and gives children the time they need to respond to conversations. The support children receive in their communication and language is a strength of the setting. As a result, all children make good progress in this area.
- The childminder continually reflects on and adapts her practice to meet the children's needs. She keeps her training current, identifies improvement areas and finds courses to support her ongoing development. For example, she recently attended a course on supporting children's language development, strengthening the support children receive in their communication and language 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:

- review the implementation of learning activities to maximise children's progress.

Setting details

Unique reference number	2713611
Local authority	Leicestershire
Inspection number	10388573
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 6
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She lives in Market Harborough, Leicestershire. The childminder operates all year round, from 8am until 6pm, and provides care for children who are in receipt of nursery education funding. She holds an appropriate qualification at level 5.

Information about this inspection

Inspector

Samantha Butterwick

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- 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 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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