

Childminder report

Inspection date: 22 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

Children flourish under this childminder's specialist care. Children, including those with special educational needs and/or disabilities (SEND), are supported in every aspect of their development. The childminder has created a curriculum that addresses each child's unique needs, considering their starting points and care requirements. Working alongside parents and other professionals, she ensures that children make good progress in all areas of learning and are ready for their next stage of development.

Children develop good communication and language skills, as the childminder has created a communication-friendly environment. The childminder uses picture communication cards, such as visual timetables and choice boards, to help children's understanding. She uses clear speech and teaches children simple sign language to help them communicate their needs. Children learn new words as the childminder narrates their play, introducing key vocabulary such as 'squishy', 'shiny' and 'silky' as they explore a collection of objects in a discovery bag.

Children learn to behave well. The childminder maintains consistent behaviour expectations for all children. Children learn to use tools, such as a song board, to keep them engaged while they wait their turn. During circle time, children are encouraged to express their feelings by selecting a coloured monster that represents their current emotions. The childminder acknowledges their feelings and allows them to explain their choice, which supports the children's personal, social and emotional development.

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

- Children develop good personal and social skills. The childminder creates a joyful setting where children are happy, engage well and have fun. Children play well together and enjoy including others in their play. For example, as they play hide and seek, children ask the childminder to hide so that they can find everyone.
- The childminder interacts well with children to support their next steps in learning effectively. The childminder plans various activities to ensure children develop a range of new skills. However, she does not always ensure the children can access activities independently or plan them well enough to sustain their engagement.
- The childminder builds strong partnerships with parents and the staff who work with children at the other settings they attend. She assists parents to access additional support for their children when needed. Parents praise the childminder's knowledge and commitment to helping their children make progress towards their individual learning goals. The childminder provides parents with daily updates using daily communication books. These include

information about what their children have been learning and how they have been throughout the day. The childminder regularly meets with leaders of other settings children attend to discuss their progress and shares strategies for supporting their learning needs.

- Children develop good mathematical knowledge. The childminder introduces children to numbers and supports them to accurately count. For example, children count how many wooden circles they have on a stacking ring. While outside, children are encouraged to identify different written numbers before using foam water shooters to wash these off the window once they say the number aloud.
- The childminder provides opportunities for all children to build their large and small muscles to support their physical development. Children confidently use outdoor equipment to climb and balance. The childminder offers support when needed, for example, she reminds children to hold on while they are climbing to the top of the slide. Children use a range of small tools and their fingers to squeeze, roll and shape play dough.
- The childminder regularly accesses training and encourages any assistants she works with to learn online. She keeps up to date with changes in the early years sector and ensures that training supports her to meet the needs of the children. Following recent communication training children are benefiting from her use of communication boards and visual prompts.
- Children practise their independence skills as they put on their shoes ready to go outside to play and wash their hands before eating. The childminder supports children's good hygiene as she encourages them to try and use the toilet before having their nappies changed. Children learn about oral hygiene. The childminder shows them how to use a toy toothbrush to practise cleaning a model set of teeth.

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 children's access to activities to enable them to develop independent play, practise new skills and maintain engagement.

Setting details

Unique reference number	2725716
Local authority	Leicestershire
Inspection number	10398276
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 5
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was registered in 2023 and lives in Hinckley, Leicestershire. She operates from 7.30am to 4.30pm, Monday to Friday, excluding family holidays and bank holidays. The childminder holds an early years degree qualification. She offers funded early years education for children. The childminder works with an assistant.

Information about this inspection

Inspector

Lowri Bartlett

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that 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 curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the childminder with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector and the childminder carried out a joint observation of a group activity.

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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