

Childminder report

Inspection date: 27 June 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 childminder creates an environment where children feel happy, safe and confident. Children develop bonds with the childminder and seek her out for reassurance and comfort, which supports their emotional well-being. Children form positive peer relationships. Older children help younger children in play by sharing resources. The childminder encourages these positive interactions and praises children for their kindness. Before they start attending, the childminder gathers information about the children's routines, interests, and starting points, the childminder uses this information to plan effectively for children's individual needs. Children have settling-in sessions to help them leave their parents with ease.

Children develop good communication and language skills. The childminder introduces children to new words to help build up their vocabulary, for example while playing in the garden she talks to the children about pollen as they watch bees on a lavender plant. The childminder consistently reinforces the correct pronunciation of words and gets children to repeat new words back to her, ensuring that children become confident talkers.

Children understand how to keep themselves healthy, the childminder teaches them about oral hygiene. While playing with baby dolls, children role play cleaning the dolls' teeth. The childminder reads children books about looking after their teeth and explains the importance of brushing their teeth. During lunch, the childminder talks to the children about the foods they are eating and why it is important to eat their fruits and vegetables.

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

- The childminder supports children's mathematical knowledge well. She introduces children to numbers and counting. During singing time, for example, the children accurately count how many aliens are in a flying saucer and match the numbered alien to the corresponding wooden number. The childminder encourages younger children to use their fingers to show how many aliens are left.
- The childminder introduces the children to lots of experience outside of the home, for example she takes children to her allotment to grow, care for and harvest their own fruits and vegetables. This helps children to understand where their food comes from and encourages them to try new vegetables as they use their fruits and vegetables in their lunches.
- The childminder helps children understand behavioural expectations by being consistent with boundaries and supporting children in managing their feelings. For example, the childminder uses emotion stones to help younger children identify their emotions when they are frustrated and offers cuddles and

reassurance when they become upset. Additionally, she teaches and reminds children to say please and thank you, modelling these polite interactions herself.

- The childminder teaches children how to become independent. Children attempt to put on their own shoes before going outside to play and ask for help if needed. Children know how to wash their own hands after going to the toilet and before eating their food, and younger children are supported closely by the childminder to do this.
- The childminder works closely with parents to gain detailed information about children before they start. Using an online application she shares updates on how children are developing and gives parents ideas for how to further support their children at home. The childminder completes assessments of children, including the progress check for children between the ages of two and three years old, and uses this to help children, if needed, with accessing further support.
- The childminder creates a curriculum that is ambitious and focuses on preparing children for their next stages of development. The childminder creates detailed next steps for children's learning and uses these to inform her planning of learning experiences. However at times, activities are not matched closely enough to children's fascinations, therefore, children quickly lose interest and do not fully engage in the learning opportunities available.
- The childminder interacts well with children during their play. However, at times, some of the questions she asks them do not encourage children to think critically or explore their own ideas further.
- Children develop good physical skills. The childminder supports children to jump safely from the step to the grass by reminding them to 'bend their knees'. She helps children to develop their small muscles by encouraging them to squeeze water from sponges while washing baby dolls and when using spray bottles.

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 children's interests more effectively when planning learning experiences so that children become more deeply engaged in learning
- provide opportunities that encourage critical thinking, problem-solving and independent theory-testing during play and exploration.

Setting details

Unique reference number	2726818
Local authority	Leicestershire
Inspection number	10399534
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 10
Total number of places	15
Number of children on roll	15
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Hinckley, Leicester. She operates all year round from 7 am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers funded places for two-, three- and four-year-old children.

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 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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