

Childminder report

Inspection date: 21 August 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 settle quickly in the stimulating home-from-home environment provided by the childminder. They make choices confidently and happily take a lead in their play. The childminder regularly changes the resources available to meet children's emerging needs. For example, children follow their interests as they carefully fill small bottles with sand containing different colours of glitter. They use their imagination to guess what these could be. The experienced childminder interacts positively with children, introducing new vocabulary and knowledge to extend their thinking. For instance, while older children pretend to be cooking in the home corner, he talks with them about the materials that the utensils are made from. Children learn that some are plastic and some are metal.

All children demonstrate that they feel secure and have a sense of belonging in the childminder's home. They smile and giggle as they chat with the childminder and each other. All children consistently behave well. The childminder offers a wealth of praise and encouragement to promote children's achievements. He helps children to find ways to do things for themselves. For instance, he unscrews the lid of a large jar just enough so that children can finish the task for themselves. This helps children to grow in confidence and become more independent. Children are polite. For example, they spontaneously say 'please' and 'thank you'. The childminder consistently models strong values, including kindness, respect and gentle humour.

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

- The childminder finds out from the start what babies and children already know and can do and their preferences. He clearly identifies what children need to learn next and how to promote this in an enjoyable way through lively play. The childminder works closely with parents and other professionals to help narrow any gaps in children's learning. As a result, all children make good progress, including those with special educational needs and/or disabilities.
- Parents comment that the childminder uses everything as an opportunity to learn. He displays what parents describe as 'playful energy' to make this learning seamless and enjoyable. They appreciate the variety of activities that children enjoy, including visits to the allotment and to local parks and groups. Parents feel well-informed about children's experiences and successes and how they can help children further at home.
- The childminder ensures that children have fun while practising their mathematical skills. Older children accurately count the number of cars and how many there are if they add one more. The childminder introduces language to describe size and weight, such as 'bigger' and 'smaller' and 'lighter' and 'heavier', during their play. He skilfully questions children to check their understanding. This helps them to develop their good early mathematical skills.

- The dedicated and enthusiastic childminder works closely with his co-childminder to identify positive impacts on children's development and any areas where their approach to children's learning can be improved. He targets professional development, as well as completing regular updates, to his knowledge of the early years foundation stage. For instance, he focuses on extending his skills to support children's communication and language needs even more strongly.
- Children frequently take part in stretching and balancing during yoga and vigorous and lively dancing to music, led by the childminder. This helps older children to exercise and gain good physical skills. However, on occasion, the childminder does not take full account of individual children's needs within the group activity. This means that younger or quieter children do not engage as well and benefit as much from these sessions.
- The childminder helps children to understand where food comes from and about making healthy choices. For example, he regularly takes them to his allotment where they grow vegetables to use later in cooking at his home. Children examine and taste different coloured fruits and vegetables, such as yellow tomatoes, purple aubergines and orange apricots. They help to harvest apples and plums from trees in the garden. Children chop up fruit to take home to share with their families and show them how delicious they are.
- The childminder provides a curriculum designed to support children to be ready for their future learning, including the eventual move to school. He teaches children to help care for themselves. For instance, young children wash their hands thoroughly with his guidance before eating snacks and meals and after painting or chopping sticky fruit. He supports parents with advice about toilet training for toddlers.

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 and adapt planning of some group activities to ensure these are age appropriate and involve all children in learning, including those who are younger and less confident.

Setting details

Unique reference number	2727947
Local authority	Leicestershire
Inspection number	10398798
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	0 to 9
Total number of places	6
Number of children on roll	21
Date of previous inspection	Not applicable

Information about this early years setting

The childminder re-registered in 2023 and lives in Hinckley, Leicestershire. He operates all year round, from 7.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays, alongside a co-childminder. He holds a relevant qualification at level 3. The childminder provides funded early education.

Information about this inspection

Inspector

Cathryn Clarricoates

Inspection activities

- 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.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector carried out a joint observation.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of parents' views in written feedback.

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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