

Childminder report

Inspection date: 19 September 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 are happy and well settled in the childminder's home. They confidently talk to visitors and invite them to join in with their play and activities. Children behave well and follow the childminder's rules and boundaries. The childminder supports children in sharing and taking turns with equipment. Generally, children are kind to each other and play collaboratively. The childminder teaches children how to resolve minor conflicts and disagreements when they arise. Children use their manners, such as 'please' and 'thank you', when prompted by the childminder. Children show they feel comfortable and at ease with the childminder as they confidently move around her home and choose which activities they would like to do.

Children benefit from regular trips into the local community with the childminder. They participate in activities at care homes, toddler groups, and visit the local woods. Children recall collecting acorns in their pockets and tell visitors that squirrels like to eat them. The childminder supports children with their small muscle strength. Children learn to use tweezers and chopsticks to pick up pretend worms. Children display high levels of curiosity and willingness to learn. They ask the childminder how to use a magnifying glass and enjoy looking at insects.

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

- The childminder has established a broad curriculum which focuses on helping children become ready for school. She wants children to become confident, independent, and able to manage their own needs. The childminder supports children in becoming resilient and learning to do things for themselves. For example, when children struggle to open the lid on a jar, the childminder patiently teaches them how to twist and turn to remove the lid.
- The childminder supports children's communication and language well. When children struggle to pronounce words correctly, the childminder skilfully models the vocabulary children want to use. She teaches children a range of new vocabulary, such as frogs, toads, and rainforests. The childminder explains the difference between new words she introduces, such as ants and spiders. Children confidently answer the questions the childminder asks them. The childminder ensures she pauses to give children time to think and reflect about what they would like to say.
- Overall, the childminder understands the importance of professional development to further enhance her skills. She completes online courses in addition to mandatory training, such as safeguarding. However, professional development opportunities are not yet targeted precisely to improve her knowledge and teaching skills in areas that will benefit children the most.
- The childminder promotes a love of books and reading. She provides a wide

range of books and stories, including some that are relevant to children's learning, such as toilet training. Children eagerly sit down to listen to stories, and freely access books to look at independently during their play. The childminder encourages children to discuss what they can see on the pages and create their own stories to match the pictures. Children enjoy listening to stories and show high levels of engagement.

- The childminder supports children with their mathematical development. She understands the importance of showing children how to count objects one at a time. For instance, the childminder shows children how to count insects during their play. Children learn to differentiate sizes as the childminder explains the difference between small, medium and large. The childminder introduces concepts such as 'fast' and 'slow' as children race toy cars along a road mat. Children demonstrate they are building the skills they need to become competent mathematicians.
- The childminder teaches children the importance of a healthy lifestyle. She ensures that children regularly play outside and develop their large muscle strength. Children learn to identify different fruits and vegetables. The childminder teaches them which foods are healthy, and which foods should be enjoyed as a treat.
- Parents say that their children have learnt to be kind, inclusive, and respectful from the childminder. Parents comment that the childminder communicates well and provides support and advice to help them support their children's learning at home. However, the childminder has not yet established effective partnerships with other settings that children attend. This means that information about children's learning and development is not always shared to allow children to make higher rates of progress.

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:

- focus professional development opportunities more precisely to enhance the quality of teaching and education in areas that are most relevant to the children who attend
- develop partnerships with other settings that children attend to promote continuity in their learning and development.

Setting details

Unique reference number	2727950
Local authority	Leicestershire
Inspection number	10399962
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and live in Hinckley, Leicestershire. She operates all year round from 7.30am to 5.00pm, Monday, Tuesday, Thursday and Friday. She provides a funded early years education for children aged between 9 months and 4 years old.

Information about this inspection

Inspector

Rachel Barsby-Robinson

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided 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 and inspector discussed how the curriculum had been implemented and the impact that this had 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.

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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