

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

The childminder uses her many years of experience to create a warm, welcoming and inspiring environment in which children thrive. Children show a strong sense of belonging as they put away their lunch boxes and water bottles on shelves in the playroom. They quickly settle to play and freely make choices from a wide range of fun activities and resources. The childminder makes sure that children know what is going to happen next to help them prepare for the daily routines. Children show their strong bonds with the childminder when they throw their arms around her spontaneously for a hug. Their behaviour is consistently good.

The childminder is a positive role model who is kind, light-hearted and treats children with respect. She encourages young children to have a go at everyday tasks, such as putting on shoes, that help them to become independent. Children are energetic and focused learners. For example, they spend significant amounts of time, relative to their ages, chopping up fruit to add to pots of natural yoghurt. The childminder allows children plenty of time to keep trying while they cut through the firm pears and remove stones from plums. She only intervenes if they ask for help. Children are proud of their successes and delight in the praise they receive from the childminder.

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

- The childminder provides a language-rich environment. For instance, she clearly repeats new words to add to younger children's vocabulary. Children enjoy many outings into the community where they find out about the world around them. The childminder uses photos of these experiences to motivate young children to talk about what they and their friends have done together.
- When reading favourite books to children, the childminder is animated and lively. Children enthusiastically provide words and phrases as the childminder pauses. This helps them develop good early literacy skills overall. However, the childminder does not consistently engage some children as effectively to join in with songs, such as quieter children. She moves quickly on to new choices rather than repeating rhymes to help children learn and remember them.
- The childminder teaches children how to keep themselves safe. For instance, when children use knives to cut up fruit, she reminds them to point these downwards. Children learn about road safety when they go on walks. They help to tidy away resources to keep the floor free from potential hazards.
- Parents comment that the childminder and her co-childminder provide children with love, security and a happy, enriching learning environment. They value the flow of photos, feedback, advice and reports that keep them informed about their children's experiences and achievements. The childminder works closely in partnership with parents to continue children's learning, such as toilet training,

at home.

- All children, including those with special educational needs and/or disabilities make good progress. The childminder sets specific and appropriate targets for children's learning outcomes and shares these with parents. She works closely with her co-childminder, and any other professionals as required, to address any gaps in children's learning.
- The childminder ensures that children have a wealth of opportunities for exercise and fresh air. Children take part in calming yoga and in vigorous dancing activities that make them out of breath. They help to dig the ground in preparation for planting seeds to grow vegetables at an allotment. Children climb and balance on large equipment at local parks. This supports children's good physical development.
- The childminder ensures children have experiences to develop their muscles and hand-eye coordination in preparation for eventual writing. Children build on their fine motor skills well. They practise painting with brushes on pavements, filling and pouring from containers of glittery sand and using pencils to make marks.
- The childminder supports children to develop social skills for future learning. For example, she takes children to local groups to mix with others, where children form firm friendships. The childminder teaches them how to interact positively, for example, by waiting patiently for their turn and sharing resources. Children are kind and helpful towards each other.
- The childminder reflects with her co-childminder to identify ways to improve their setting. She recognises that their skills are complementary and how to use each of their unique strengths to support children's development well. The childminder is dedicated to nurturing children's well-being.

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:

- identify strategies to support quieter children to engage more fully during activities, such as singing rhymes, to help them learn and recall what they hear.

Setting details

Unique reference number	2728001
Local authority	Leicestershire
Inspection number	10398794
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. She operates all year round, from 7.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays. She holds a relevant qualification at level 3. The childminder provides funded early education. She works alongside a co-childminder.

Information about this inspection

Inspector

Cathryn Clarricoates

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector and the childminder carried out a joint observation of an activity.
- Parents shared their views of the setting with the inspector.

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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