

# Childminder report

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Inspection date:

12 June 2025

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Requires improvement

## What is it like to attend this early years setting?

### The provision requires improvement

Children develop close relationships with the childminder. They show that they are happy and settled at her home. When they become unsure of the inspector, the childminder reassures them that all is well and offers appropriate cuddles and care. Once reassured, they are confident to share their needs, for example, by saying what they would like for lunch when asked.

Children make their own choices in play and at times, also work out problems for themselves. For example, they work out how to place large dominoes in a line. However, the quality of education and teaching the childminder provides is variable. Children do not consistently receive support from the childminder. As a result, children do not reliably build on what they already know and can do. That said, the childminder can explain how children progress in their development.

Children behave well and understand what the childminder expects of them. The childminder encourages children to help tidy away and care for the environment. This promotes their positive behaviour and helps to establish clear boundaries. Children are praised by the childminder when they show kindness to each other, supporting their confidence and self-esteem.

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

- Since the last inspection, the childminder has made some improvements in her practice. For example, she ensures that she talks to parents about the progress children make in their care, sharing ideas on how to build on this further in the home environment.
- The childminder knows the children well and what they need to learn next. However, she does not use this information well enough to plan an ambitious curriculum for children. Activities are not pitched precisely enough to help sustain children's interests and support them to make good enough progress. At times, children become disengaged and flit from one activity to another.
- Overall, children's communication and language development are supported appropriately. The childminder talks to children as they play. Children respond well to the questions she asks them when they do engage in play. This helps to contribute to children's developing speaking skills.
- The childminder does not review or reflect on her practice or undertake appropriate training and professional development opportunities. Consequently, she does not extend her knowledge and take steps to constantly improve the quality of learning and development experiences for children. Consequently, children are not always supported well enough to make consistently good progress in their learning.
- The childminder ensures that children's personal care needs are appropriately

met. She offers children foods to support their individual health and dietary needs. The childminder ensures that children can sleep in comfort and quiet. She talks to children about the importance of hand hygiene and why they need to clean their hands before they eat.

- The childminder does not always support children to gain an awareness of their personal safety when using mobile phones or tablets. Children talk to her about using these at home. The childminder asks children questions about how they use these and what they use them for. However, she does not help them learn how to use these safely or build their awareness of the associated risks.
- The childminder supports children's physical well-being. Children enjoy being outside in the fresh air while in the childminder's garden. Toddlers develop their physical skills by moving around and practising their walking skills. Older children learn how to balance as they walk along large dominoes they have placed on the floor.

## 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 meet the requirements of the early years foundation stage, the provider must:**

|                                                                                                                                                                         | Due date   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| implement a coherent and well-planned curriculum for children that builds on what they already know and can do to help advance their learning                           | 10/07/2025 |
| undertake appropriate training and professional development opportunities to ensure quality learning and development experiences for children that continually improve. | 10/07/2025 |

**To further improve the quality of the early years provision, the provider should:**

- help children build on their understanding of how to stay safe when using mobile phones and tablets.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2775206                                                                           |
| <b>Local authority</b>                             | Leicestershire                                                                    |
| <b>Inspection number</b>                           | 10409057                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 10                                                                           |
| <b>Total number of places</b>                      | 18                                                                                |
| <b>Number of children on roll</b>                  | 33                                                                                |
| <b>Date of previous inspection</b>                 | 23 September 2024                                                                 |

## Information about this early years setting

The childminder registered in 2024 and lives in Quorn, Leicestershire. She operates from her home alongside her co-childminder and occasionally, an assistant. She operates all year round, Monday to Friday, from 7am until 6pm. The childminder holds an appropriate qualification at level 3. The childminder provides funded early years education for children aged between nine months and four-years-old.

## Information about this inspection

### Inspector

Alexandra Brouder

## 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 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 and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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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