

Childminder report

Inspection date: 15 January 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and secure in the childminder's care. They confidently express their likes and dislikes, such as their favourite fruits and vegetables. The childminder establishes clear boundaries and helps children understand the importance of being kind and to share. They learn the phrase 'sharing is caring' and often remind each other during play if someone forgets. The childminder encourages children to do things for themselves. For example, they choose what to play with and help to tidy the toys away when they finish. Children demonstrate a positive attitude to learning and make good progress.

The childminder offers a broad curriculum. She uses children's interests and plans activities around the seasons. Children learn about them through books, daily walks and discussions as they play. The childminder plans creative activities to support children's understanding. For example, they discuss the recent snowfall and create 'snowy' pictures. Children explore paint, glue and resources, such as cotton wool, tissue paper and paint. They quickly involve themselves in exploring the different textures. Children have fun watching the glue and paint drip onto the card. The childminder supports children to lead learning, and they are confident to ask for other resources. For example, they ask for small-world penguins and snowmen to enhance their play.

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

- The childminder has a good understanding of what she wants children to learn. During settling-in sessions, the childminder gathers children's starting points. She carefully monitors children's progress through daily observations to ensure that they progress well. The childminder promptly takes action and seeks guidance from relevant agencies when she identifies gaps in development.
- The childminder puts a strong focus on supporting children's good health. Children learn about different fruits and vegetables at the supermarket and discuss healthy choices at mealtimes. They speak confidently about their experiences of eating various fruits, such as strawberries and watermelon. The childminder shares a book to help children focus on tooth brushing. Children understand the importance of this and comment, 'My teeth will get poorly if we don't brush.'
- The childminder promotes children's physical development well. Children develop physical skills when climbing, swinging and sliding while using the play equipment in a nearby park. They enjoy plenty of fresh air on daily walks to local activity groups and trips to the supermarket and library. There are many opportunities for children to develop strength in their hands. For example, gripping glue spreaders and pinching tweezers to pick up objects.
- The childminder helps children to learn about safety, including road safety.

During discussions, they talk about the 'green man'. Children understand they can only cross the road when they see him at the lights. There are clear safety rules in the childminder's house, which help to teach children about safety. For example, they should hold the rail on the stairs and wait on their 'special seat' at the bottom if a visitor is at the door. The childminder makes the most of everyday opportunities to support children's understanding of personal safety.

- Overall, the childminder aids children's early communication and language skills. Children hear lots of vocabulary, such as sticky and soft, as they explore textures. The childminder encourages conversations and questions with children during their play. However, sometimes, when children mispronounce words, the childminder does not consistently model and repeat the correct pronunciation. This does not fully support children's language skills in developing further.
- The childminder brings some counting into children's play, for example, counting penguins during creative play. However, she does not consistently develop children's counting further. Furthermore, the childminder does not always recognise when children's play can be used to teach them new knowledge. For example, while children empty and fill containers, the childminder does not extend children's learning about size and quantities.
- Parent partnerships are good. The childminder informs parents about their child's progress through daily verbal updates and photos via a messaging app. Parents speak highly of the childminder and the communication they receive. In particular, parents praise the 'strong and caring relationship' their child develops with the childminder. Parents feel reassured knowing they can rely on her experience and knowledge, for example, if they have concerns about their child's development.
- The childminder completes all mandatory training. She is also keen to extend her learning and knowledge. She keeps herself up to date through meeting other childminders to discuss activities and ideas.

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:

- model and repeat back the correct pronunciation of words consistently to support children's language development further
- strengthen the teaching of mathematics to ensure that opportunities for counting and other concepts, such as quantities and size, are used fully to extend children's learning.

Setting details

Unique reference number	EY234822
Local authority	Leicestershire
Inspection number	10364194
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	5
Date of previous inspection	30 January 2019

Information about this early years setting

The childminder was registered in 2002 and lives in Hinckley, Leicestershire. She operates all year round, from 8am to 5pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Clare Walton

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- The inspector read written feedback and spoke to parents during the inspection and took account of their views.

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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