

Childminder report

Inspection date: 28 August 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 form warm and secure relationships with the experienced childminder, who has a kind and nurturing approach. She provides extra cuddles and reassurance to children who are new to the setting, working closely with parents to follow familiar routines. This helps children to settle and feel safe. Children engage enthusiastically in activities and show good levels of concentration. The childminder promotes language development effectively through rich back-and-forth conversations. She uses open-ended questions and models language well, helping children to become confident communicators who are eager to share their thoughts and ideas.

Children benefit from regular access to the childminder's well-resourced garden, where they enjoy fresh air and physical activity that supports their health and well-being. As they run, navigate obstacles and climb on equipment, they develop important physical skills such as balance, coordination and spatial awareness. The childminder makes effective use of outdoor learning opportunities to broaden children's understanding of the natural world. Children take part in planting activities, sowing seeds and growing a variety of fruits and vegetables. They engage in conversations about what they observe, such as referring to flowers as 'chocolate flowers' and proudly picking strawberries, which enhances their curiosity and knowledge of nature.

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

- The experienced childminder has a good understanding of child development. She gathers information when children start through observation, assessment and discussion with parents. This helps her to identify children's interests and plan targeted next steps in their learning. The childminder promotes children's independence and supports their readiness for school. She works closely with local schools, sharing information about children's learning, development and interests to ensure smooth transitions.
- The childminder completes two-year progress checks and shares these with parents and health visitors. She identifies children's strengths and any gaps in learning. When a delay is observed, she works closely with parents and relevant external agencies to provide tailored support for children's individual learning and development. This collaborative approach helps to ensure that all children make good progress.
- The childminder plans a wide range of activities designed to strengthen children's fine motor skills in preparation for early writing. Children have access to various tools and materials for drawing and mark making. They also enjoy activities such as using bubble wands, which promote hand-eye coordination and small muscle control in an engaging way.

- The childminder promotes positive behaviour effectively. She encourages children to share, take turns and show care and concern for others and their environment. She acts as a positive role model and sets clear, consistent expectations and boundaries. As a result, children behave very well. Older children demonstrate kindness and responsibility by helping their peers with daily tasks, which supports the development of positive relationships. The childminder offers regular praise. However, she frequently uses terms of endearment, such as 'sweetheart' and 'darling', instead of using children's names. This does not fully support children's developing sense of identity and recognition as unique individuals.
- The childminder fosters children's independence well. Children are encouraged to attempt tasks for themselves and show pride in achievements such as putting on their own waterproofs, which supports their self-confidence. They manage their toileting needs independently, and the childminder reinforces the importance of handwashing. This helps children to develop good hygiene routines. Nappy changing is carried out in a hygienic and respectful manner, with careful attention given to maintaining children's privacy and dignity.
- Partnerships with parents are strong. The childminder maintains regular communication with parents, sharing detailed information about their children's learning and development through daily discussions and an online app. Parents speak highly of the childminder and appreciate the ongoing updates and support she provides.
- The childminder regularly updates her understanding of early years practice through online research, training and engagement with local childminding groups. She has recently completed training in the role of special educational needs coordinator, which has further enhanced her ability to identify and support children's individual needs. This contributes to improved outcomes for all children in her care.

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:

- use appropriate language and children's names to consistently raise their personal and social development and self-identity.

Setting details

Unique reference number	EY265794
Local authority	Leicestershire
Inspection number	10407926
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 4
Total number of places	4
Number of children on roll	4
Date of previous inspection	22 January 2020

Information about this early years setting

The childminder registered in 2003 and lives in Stoney Stanton, Leicester. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 6. She provides funded early education for children.

Information about this inspection

Inspector

Sheila Sidey

Inspection activities

- 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 quality of education being provided and assessed the impact that this is having on the children's learning.
- A joint observation was carried out by the childminder and the inspector.
- The inspector looked at relevant documentation on request.
- Parents shared their views of the setting with the inspector in person and in writing.
- The inspector observed the interactions between the childminder and the children.

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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