

Childminder report

Inspection date: 11 June 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

The childminder helps children to develop positive relationships with her. For example, children develop physical skills as they play chasing games with her in the garden. This results in children wanting to play other games with her, such as for the childminder to find toys children hide in the garden. The childminder talks to children about how they can keep themselves safe, such as road safety and stranger danger. The childminder reads stories to children about internet safety, helping them to learn how they can keep themselves safe when accessing electronic devices on the internet at home.

Children learn to behave well. The childminder provides gentle reminders to help them learn how to be polite. For example, she reminds children to say, 'excuse me' when they want to move past the childminder to sit down. Children begin to understand the possible consequences of their actions on themselves and others. For instance, when children place sticks on the floor, the childminder asks them to pick up the sticks because someone may slip on them. The childminder plans activities which help children to develop the small muscles in their hands and build concentration skills. She shows younger children how to use a pretend knife to cut up pretend fruits. Children listen and watch before persevering and achieving this on their own. Older children learn to persevere as the childminder shows them how to thread a lace through holes.

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

- The childminder shares information with parents about their children's day and how she intends to support their learning. She offers parents ideas about how they can continue their children's learning at home, such as singing songs with children to help support their communication and language skills.
- When children first start attending, the childminder speaks with parents to find out about their children's prior learning and abilities. She uses this information, along with her observations and assessments, to help identify children's level of development and what they need to learn next. When the childminder identifies gaps in children's development, she works alongside other professionals to plan activities that meet children's learning needs.
- Additional funding that some children receive is used effectively by the childminder to promote their interests and next steps in learning. For example, when children show an interest in vehicles, the childminder purchases books that show different forms of transport and sits with children to discuss these and extend their learning.
- Overall, the childminder provides activities to support children's communication and language skills. For example, she regularly sings with children and introduces new nursery rhymes for them to learn. However, she does not always

carefully plan and deliver activities to enable less-confident children and those with less speech and language to join in and share their ideas and views.

- The childminder plans activities for children to learn about the wider world and nature. For example, she shows and explains to children about the life cycle of a butterfly. The childminder explains what caterpillars need to eat to grow and develop.
- The childminder helps children understand the importance of keeping themselves safe, such as wearing sun hats and sun cream on sunny days. Children show their understanding as they recall what they have previously learned, explaining to visitors that they wear sun cream on a hot day or else they may get sunburned.
- Before children start school, the childminder invites school teachers to visit children in her home. These visits help children become familiar with the person who will be caring for them and enable the childminder to share information about their development. Children recall the names of their teachers as the childminder shows them photos of the school they will attend. These activities help to prepare children emotionally for the changes ahead.
- The childminder offers children nutritious snacks, breakfasts and drinks to help promote a healthy lifestyle. She entices children to try different fruits to help expand their diet. This results in children saying that they now like apples, bananas, oranges and kiwi.
- The childminder helps children understand how to be kind to others and promotes positive behaviour. Children show that this learning is embedded, as they explain that to be kind, they could share. The childminder is a good role model when she plays alongside children, showing them how to share and take turns as they play with resources.

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:

- develop planned activities and improve support to enable less-confident children and those with a smaller amount of speech and language to join in and share their ideas and views.

Setting details

Unique reference number	EY319726
Local authority	Leicestershire
Inspection number	10392370
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 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	19 August 2019

Information about this early years setting

The childminder registered in 2006 and lives in Thurnby, Leicestershire. She operates all year round from 8am until 5.30pm, Tuesday to Friday, except for bank holidays and family holidays. She provides funded early education for children age nine months upwards. The childminder holds an appropriate level 5 qualification. She occasionally works with assistants.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- The childminder and inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She reviewed a sample of documentation.
- Written feedback from parents was reviewed by the inspector, who 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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