

Childminder report

Inspection date:

29 July 2025

Overall effectiveness

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

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and settled in the childminder's care. They form warm, trusting relationships with the caring childminder, who provides them with a home-from-home, welcoming environment. Children enjoy playing with the resources on offer. For example, they develop their imagination as they play with the pretend fruit and share this with their friends and the childminder. However, the curriculum is not planned well enough to meet the learning needs of all children. At times, activities are not tailored to help children to build on what they already know and can do. For example, children are left to play with little adult input. This leads to some children losing focus in their learning as they flit from one activity to another.

Despite this, children do enjoy their time with the childminder. They love to be outdoors and enjoy the freedom of running in the open spaces. The childminder reminds children how to stay safe as they explore the outdoor environment. Children respond to simple requests from the childminder to keep the balls in the ball pit and to use the golf clubs appropriately. They develop their hand-eye coordination as they roll the balls to one another. Children show good large-muscle skills as they skilfully use the slide and jump up and down on the trampette under the supervision of the childminder.

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

- The childminder does not implement an effective curriculum that takes into account what it is that children need to learn next. Although she knows what children are interested in and enjoy, she does not always plan learning experiences that help children to make the progress they are capable of. For example, she knows that some children like to use small-world toys but does not consider how these can be used to help children build on their next steps in learning.
- The childminder, at times, joins in with children's play. For example, when children start to play with the train, the childminder comments on what they are doing. However, when children struggle to put the pieces together, she does not demonstrate how to do this. Additionally, the childminder does not offer new ideas to help sustain children's interest and engagement in learning. As a result, children soon become bored and move from one activity to the next.
- The childminder supports children to develop an awareness of having good health and hygiene. Children know to wash their hands before meals, and they know they need to do this to 'stop their tummies getting poorly'. Children learn to make healthy choices from their lunch boxes, choosing their fruit at snack time. The childminder helps them to understand the importance of drinking water to support their good health.
- The childminder works well with parents to ensure positive partnership working.

She talks to them every day about how their child has been and what they have enjoyed playing with. Parents' comments show they are very happy with the care provided for their children and the flexible and inclusive service the childminder offers. The childminder offers parents ideas on how to support children at home with their development, such as potty training.

- The children talk to the childminder with confidence. Young children are encouraged to use their words to tell her what it is they want. The childminder repeats words back to children to model the correct pronunciation of words. She reads to the children when they bring books to her to build on their vocabulary.
- Overall, children behave appropriately. The childminder models respectful behaviour and reminds children to say please and thank you at appropriate times. However, she does not consistently help children to learn how to play cooperatively alongside others. On occasions, when children snatch toys or push others, the childminder does not always help them to understand the impact that this has on how their friends may feel.

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 curriculum that is appropriately challenging and helps all children make the progress they are capable of	26/08/2025
improve interactions with children to help increase their interest and engagement in learning.	26/08/2025

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

- help support children to learn how to share and take turns and play alongside each other cooperatively.

Setting details

Unique reference number	EY341597
Local authority	Leicestershire
Inspection number	10413666
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 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	27 February 2020

Information about this early years setting

The childminder registered in 2006 and lives in Broughton Astley, Leicestershire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides government-funded childcare for children aged from nine months to four years.

Information about this inspection

Inspector
Alexandra Brouder

Inspection activities

- 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 childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- 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.
- The inspector read feedback from a number of parents 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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