

Childminder report

Inspection date: 9 January 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children flourish and are happy with this exceptional childminder. Their behaviour is exemplary; the childminder insists they always use good manners. Children understand the importance of listening to their friends because of her gentle guidance. They develop a deep understanding of feelings and emotions. The childminder uses an 'emotion wheel', with colours to represent different emotions, and links this to a familiar story about a colour monster. Children learn to understand others' feelings and are encouraged to reflect on their actions. During the inspection, children recognise when their friends are happy or sad.

The childminder delivers an ambitious curriculum through chosen themes, such as winter. Children contribute seasonal objects and books to the childminder's 'invitation to play table', which supports their learning and enables them to make choices. The childminder captivates and engages children's curiosity through imaginatively planned activities. Children excitedly ask questions and make predictions as they explore open-ended activities. For instance, children play in a winter-themed activity tray. The childminder includes different materials, such as ice, cotton wool and rice. She adds spoons, scoops, hammers and containers for children to use. The childminder encourages the children's problem-solving skills as she asks the children how they might break the ice and to predict what might happen once they do. Children immerse themselves as they use hammers and discuss how to melt the ice, suggesting using warm water if the hammers fail to break it. The childminder expertly guides children as they solve problems, make predictions and test their ideas. This creativity sparks children's imagination and fosters a strong eagerness to learn.

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

- The childminder is passionate about her role and seeks continuous improvement. She participates in training webinars and courses to enhance her teaching skills, particularly linked to developing children's communication and language. Her commitment is evident as she interacts with the children. For example, she skilfully introduces and models vocabulary, such as 'empty' and 'full'. This ignites children's engagement and deepens their understanding.
- The childminder's communication and engagement with parents are particular strengths that enable children to flourish. The childminder updates parents on their child's weekly progress, linking them to the different areas of learning, including photos of the children engaging in activities. Parents praise the childminder's 'passion' and children's 'exceptional' progress. They emphasise the childminder's focus on children's social and emotional well-being being integral components of her curriculum.
- The childminder successfully nurtures children's love of books and prioritises

children's daily access to them. She involves children in choosing stories and books that link to the current themes, such as winter and snow-themed stories. Children are eager to discuss their regular visits to the library and attendance at the 'wriggly readers' group.

- The childminder provides excellent support for children's communication skills, adapting her approach to suit each child's stage of development. Children sing their favourite rhymes and accurately recall the lyrics. The childminder engages in play alongside the children; she consistently introduces and models new vocabulary. For example, she describes ice cream as 'delicious' and introduces the word 'floss' when discussing oral hygiene. Older children enjoy playing games where they identify words that have an opposite meaning, showcasing their ability to use words in the correct context. For instance, 'hard' and 'soft' to describe different toothbrushes. Younger children repeat letter sounds and words such as 'pop, pop' while chasing bubbles in the garden.
- Children are supported to develop their physical skills. They build excellent hand strength as they hold, grasp and pinch tools, such as hammers, scoops and tweezers. The childminder challenges children to improve their physical skills at every opportunity. For example, children practise throwing balls at a target. The childminder offers directions such as 'higher' and 'lower'. In addition, they practise throwing and catching balls with a partner. The childminder inspires children to throw further. She gradually increases the throwing and catching distance to help the children improve their skills and confidence.
- The childminder supports children to develop their early mathematical skills. For example, children count teeth in a model mouth and identify the number of finger holes in a glove. The childminder helps children to understand concepts such as 'same as', 'more' and 'less' while they use scoops to fill containers. Younger children identify stars and circles as they use shape stencils in play dough. Older children confidently describe a rectangle and use vocabulary such as 'corners' and 'edges' to describe the shape.
- Partnerships with other settings that children attend are excellent. The childminder takes a proactive approach and considers it essential they work together. Communication includes regular termly conversations to discuss progress and next steps. As new children settle, she collaborates with other settings to coordinate their care and routines. Such strong partnerships contribute to ensuring children's continuity of learning and progress.
- The childminder maximises opportunities for children to do things for themselves as a part of the daily routine. For example, children learn to collect their shoes from the outdoor box and coats from the hallway. She assists the youngest children in dressing for outdoor play by providing step-by-step instructions and helping them learn how to put on their gloves and hats. Children become confident, show high levels of independence and receive praise for their achievements.
- The childminder teaches children about healthy lifestyles effectively. She purposefully plans activities to develop children's understanding of oral hygiene. For example, children make play dough teeth for a model mouth. They drill holes and practise using a toothbrush. Children explore dentists' tools, such as mouth mirrors, with excitement. They recall previous learning as the childminder

reminds them of key vocabulary, such as 'cavities'. Children sing toothbrushing songs to deepen their understanding.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY350765
Local authority	Leicestershire
Inspection number	10364072
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	5
Date of previous inspection	23 January 2019

Information about this early years setting

The childminder registered in 2007 and lives in Hinckley, Leicestershire. She operates all year round, from 8am to 5pm, Monday to Thursday, except for the week between Christmas and New Year, bank holidays and family holidays. The childminder has an appropriate childcare qualification at level 3 and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Clare Walton

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 curriculum.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector read parents' written feedback and spoke to them 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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