

Childminder report

Inspection date:

10 September 2025

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children are not supported to build on what they already know and can do. This is because the childminder does not effectively assess children's development or plan activities that target their next steps in learning. Furthermore, children do not always experience meaningful interactions as they explore and play. While the childminder monitors children and observes their play, she does not consistently engage with them to encourage or enhance their learning. Children are often left to entertain themselves, which restricts their progress.

Nevertheless, children form a positive bond with the childminder. They show that they feel safe and secure by seeking comfort and reassurance from the childminder when hurt or tired. The childminder offers opportunities for children to develop social skills by taking them to weekly playgroup sessions. Children expand their imaginations as they eagerly explore role-play equipment. They enact familiar scenarios, pushing dolls in pushchairs and placing them in highchairs to feed them.

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

- The childminder does not complete accurate assessments of children's development. While she identifies some next steps in learning, these are not linked to gaps in the children's knowledge or development. This means the activities the childminder provides are not planned or tailored to the individual needs of children. As a result, children are not making the progress they are capable of, and gaps in their knowledge, skills and understanding remain.
- The childminder does not carefully plan activities or support children to develop positive attitudes to learning. For example, during adult-led and quieter activities, the childminder does not recognise the impact of loud musical toys on children's concentration and engagement. For example, as some children attempt to listen to a story, other children are left to persistently press buttons that bring about the loud noises a toy robot makes. Consequently, children struggle to listen and concentrate and quickly lose interest.
- The childminder does not engage in meaningful interactions with the children. As children explore the role-play equipment, the childminder constantly interrupts their play by repeatedly asking children to count, identify colours, and name objects. She does not give children the time to think and respond before she asks further questions that the children have already answered correctly. Consequently, children become confused and soon disengage from the activity. Children, therefore, make limited progress, especially in their communication and language.
- The childminder builds partnerships with parents. She shares information about children's activities and offers some ideas that help support possible learning at home. Additionally, the childminder shares information with schools to ensure

consistency in care and education. This also supports children's transition as and when they move on to their next stage in education.

- The childminder regularly risk assesses her home and outings to ensure the children's safety. Children learn how to keep themselves safe as the childminder talks about potential dangers when walking in the community. For example, children learn how and where to cross the road safely.
- The childminder promotes the children's good behaviour. Children learn to follow daily routines and recognise the rules set out by the childminder. For example, when the childminder reinforces sharing, children listen and recognise they need to take turns. The childminder models expectations, such as showing where toys belong when tidying up. Children copy the childminder and are learning to be responsible.
- Overall, the childminder promotes the children's good health and well-being. For example, she ensures children wash their hands before snack time and after visiting the toilet. However, the childminder does not carefully consider the children's privacy during intimate hygiene procedures, such as during nappy changing times.

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
ensure accurate assessments of children's learning are completed, which identify delays in development and relevant next steps	08/10/2025
plan and provide activities that focus on children's most relevant next steps in learning	08/10/2025
improve interactions and the delivery of activities to ensure children are supported to build on what they already know and can do.	08/10/2025

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

- strengthen nappy changing procedures to carefully maintain children's privacy.

Setting details

Unique reference number	EY362362
Local authority	Leicester
Inspection number	10408248
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 7
Total number of places	2
Number of children on roll	5
Date of previous inspection	29 January 2020

Information about this early years setting

The childminder registered in 2007 and lives in Leicester. She provides care from 6.30am to 5.30pm, Monday to Thursday, during term time only. The childminder holds a relevant early years qualification at level 3. She provides government funded places for children aged nine months to four years.

Information about this inspection

Inspector

Amy Johnson (EM)

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- 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 and inspector discussed how the curriculum had been implemented and the impact that this has on children's learning.
- Parents shared their views of the childminder with the inspector.

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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