

Childminder report

Inspection date: 23 September 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 in this setting are happy, settled and fully engaged throughout the day. They benefit from a warm, nurturing environment where the childminder knows each child extremely well and tailors her approach to meet individual needs. For example, children are supported to develop speech and communication through modelling language during play and encouraged to participate in group activities at their own pace.

Children enjoy extensive opportunities for outdoor play, including forest school, walks, and exploratory activities such as collecting leaves, spotting insects, or making 'mud cakes'. These experiences develop physical skills, creativity, and resilience. Inside, children engage in imaginative play, crafts, and role-play activities, such as creating door hangers or running an ice-cream parlour, which encourage communication, problem-solving, and social interaction.

The childminder effectively promotes children's independence and self-care through daily routines such as handwashing, using tissues, putting on shoes, and managing personal belongings. A warm, fun, and playful atmosphere is created, enabling children to feel secure and motivated. As a result, children leave the setting confident, engaged, and ready to learn, having benefited from a balance of enjoyment, challenge, and support.

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

- The childminder knows children's individual needs and next steps extremely well. Observations are used to tailor activities, such as storytelling, craft, role play and outdoor challenges. These support children's progress and emotional development.
- Children are offered a wide variety of enriching experiences. These include group activities, forest school and imaginative play like dressing up as superheroes. Creative tasks are carried out, such as making leaf wreaths or door hangers. These experiences foster curiosity, social skills and fine motor development.
- Consistent routines encourage independence. Children are supported to wipe their own nose, sanitise their hands, put on their shoes and serve themselves snacks. During activities, children follow instructions carefully, demonstrating self-help skills, concentration, and perseverance. For example, when measuring ingredients for mud cakes, children are fully engaged, they follow steps with guidance from the childminder.
- Behaviour management is effective. The childminder sets clear boundaries and expectations. For example, encouraging children to share toys or reminding them not to put objects in their mouths. However, these rules are not always supported with explanations, which would help children develop a deeper

understanding of why certain behaviours are expected. Positive reinforcement is used consistently, enabling children to gradually manage their feelings, cooperate with others, and develop empathy. Children are also supported to reflect on their actions and understand the impact of their behaviour on those around them.

- The childminder promotes healthy lifestyles. Children are encouraged to make healthy choices, participate in physical play and develop awareness of safety. Outdoor activities include climbing, basketball and nature exploration, which develop physical confidence and problem-solving skills. Online safety is supported through age-appropriate discussions about digital platforms and games.
- Strong partnerships with parents and other settings ensure continuity of care. The childminder communicates effectively with families and schools. She provides handover reports and visits settings to share information. These links support smooth transitions, prepare children for the next stage of learning and help children develop independence, resilience, and social confidence.
- Continuous reflection and evaluation underpin practice. The childminder uses guidance from the local authority, peer networks and newsletters to enhance her practice. Observations of children's engagement with activities, such as craft or communication exercises are used to plan next steps, track progress and ensure provision meets the individual needs of all children. Supervision of any assistants the childminder works with is purposeful. This supports their professional development, effective teamwork and high-quality 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:

- help children to develop a deeper understanding of the expectations for their behaviour and the reasons behind them.

Setting details

Unique reference number	EY377744
Local authority	Leicestershire
Inspection number	10407718
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 9
Total number of places	6
Number of children on roll	12
Date of previous inspection	16 January 2020

Information about this early years setting

The childminder registered in 2008 and lives in Syston, Leicester. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides government funded early years education for all eligible children.

Information about this inspection

Inspector

Betty Ekberg

Inspection activities

- Children spoke to the inspector about what they enjoy doing while at the setting.
- 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 inspector spoke to several parents during the inspection and took account of their views.
- The inspector viewed various documentation on request.

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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