

Childminder report

Inspection date:

26 March 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

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive and make significant progress in the childminder's care. All children benefit from an inspirational curriculum. They have a wealth of outdoor exploration and play experiences which supports their confidence and knowledge of the natural world. In addition, children benefit from the childminder's highly skilful teaching. Her expert knowledge of child development means that children's knowledge and understanding are continually extended through quality interactions and individualised activities. As a result, children immerse themselves in the play activities and show high engagement levels.

The childminder understands that children need to feel happy and secure to learn. She develops children's resilience and self-esteem by giving them the support they need to persevere. For example, when children struggle with a learning task, she encourages them to find their own solutions. Her warm and supportive interactions, which consider how children are feeling, give children the confidence they need to try different ways. Children develop the skills they need to become independent learners who can find solutions when facing a problem.

Children show great care and consideration for their friends. They notice when others need help and know how to support each other during group tasks. Through the childminder's teaching, they learn that when someone struggles, they can step in and help. For example, during tidy up times, when someone has more things to tidy, they quickly go over and help. The way children speak and help each other demonstrates that they understand the importance of teamwork and that they can have a positive impact on others by helping them.

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

- The childminder plans an engaging curriculum that meets children's learning needs exceptionally well. She accurately identifies where children are developmentally and plans activities at the right level of challenge to expand their knowledge and skills. She constantly evaluates how children engage with activities and learning tasks and adapts her teaching to ensure all children are supported. All children make exceptional progress.
- The childminder ensures children have secured the knowledge and skills in their emotional, communication and physical development so that they have a secure foundation for their future learning. She understands that learning is a consolidation of skills that build upon each other. For example, the childminder provides children with lots of physical experiences, such as building, threading and connecting, knowing that this supports the later development of writing skills.
- The childminder uses children's interests to inform the curriculum. She is

passionate about children being motivated to learn and consistently involves them in planning and co-creating activities. For example, when children are interested in fungi during a forest school session, the childminder teaches children about the different types of fungi in nature. This evolves into children searching for and photographing fungi to create a photo book. The children then use the photos as inspiration during a modelling activity. As children build their models, they are highly engaged and inquisitive about fungi, showing high levels of enthusiasm and concentration.

- The childminder has an in-depth understanding of how to develop children's confidence in their communication skills. For example, when children speak, the childminder assesses the children's language and repeats phrases back to them, correcting any errors. She skilfully ensures her repetition of language does not directly criticise or interrupt the flow of the conversation. This positively supports children's self-esteem and subtly teaches children the rules of social communication. Children are confident in their ability to communicate and make exceptional progress in this area of learning.
- The childminder is a strong advocate for supporting children's learning through books. Throughout the day, children independently select their own books to explore and use stories they have heard within their play. The childminder offers daily reading opportunities of well-chosen texts. Children become familiar with a range of different stories. They excitedly gather around for story time and join in with the childminder as she reads. The childminder pauses throughout the story to promote thought-provoking discussions. For example, after reading a story about differences in the animal world, children discuss what makes them unique. Children begin to understand that books are a source of information. This helps them to think deeply about the messages raised.
- The childminder works exceptionally well with parents and values their input. She writes reports each term focusing on children's key strengths and suggests ways to promote learning at home. For example, she explains to parents how using everyday natural items in the forest during play ignites children's creative development and supports their problem-solving skills. This enables parents to understand the teaching methods and continue learning at home. The partnership working contributes to children's significant progress.
- The childminder is highly reflective and continually evaluates her practice to ensure that what she offers children has the desired impact. She strives to constantly grow and develop her setting by looking for new opportunities to extend what she offers for the children. Most recently, children have benefited from the childminder's knowledge of forest school teaching, which has strengthened the outdoor curriculum.

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	EY417447
Local authority	Leicestershire
Inspection number	10375941
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	3 to 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	9 May 2019

Information about this early years setting

The childminder registered in 2010 and lives on the eastern outskirts of Leicester. She operates all year round, from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder offers places for children in receipt of government funding.

Information about this inspection

Inspector

Samantha Butterwick

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 childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting 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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