

Childminder report

Inspection date: 29 January 2025

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

What is it like to attend this early years setting?

The provision is good

Children show enjoyment and positive relationships with the childminder. Overall, children display good levels of confidence. They greet the inspector and invite them to join in their play. Less certain children are reassured by the childminder, who offers comforting words and cuddles, helping them to feel secure. Children have fun as they play with balls and ramps. The childminder challenges their problem-solving skills as she asks them to consider how they can make the balls go through tunnels. Children work together to move the ramps to the desired position until this is successful. They show great delight as eventually the ball moves through and out the other side. Children are praised highly for this achievement, boosting their confidence and self-esteem.

Children benefit from a well-planned environment which reflects their interests and next steps in learning and encourages them to participate. For example, the childminder supports children's mathematical skills as children count the number of dinosaurs they play with and name shapes as they build with a range of construction items. This helps children to build on their existing knowledge. Children are developing good communication skills. The childminder supports this by speaking clearly and repeating words to help children learn how to pronounce words appropriately. Children show confidence in using speech when they talk about the weather and colour of the week during circle time.

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

- The childminder has a positive attitude to ongoing professional development and ensures that any assistants they work with attend relevant training. She offers support and coaching to focus on what they do well and areas that need to develop. The childminder attends a range of appropriate courses, both online and face-to-face, to improve her practice. She uses what she has learned to help support younger children with their behaviour. For example, the childminder recognises that some children struggle to share and take turns. She role models sharing with the children using positive language and direction.
- The childminder has a good understanding of child development and ensures that any assistant who works with her is also knowledgeable. She plans a curriculum using what she knows about how children learn and to ensure this reflects their interests. However, some adult-led activities are not planned carefully enough to support children's individual skills. For example, children not yet able to use scissors confidently were expected to cut around dotted lines.
- Since the last inspection, the childminder has worked hard to improve the provision for children. She has worked in close partnership with the local authority to ensure that children remain engaged in their play. The childminder has strengthened routines to be sure that every child's needs are met through

positive interactions.

- Parents are happy with the service the childminder offers their children. They provide written comments to show how well their children have settled into the childminder's care and the good progress they are making. The childminder shares information with parents, such as photos and activities children take part in and their next steps in learning. She offers ideas to parents on how they can continue to support their children outside of her setting.
- Overall, the childminder ensures children have opportunities to develop good physical skills. She provides resources to allow children to learn to climb steps and handle and use a range of tools, such as glue sticks and spoons. The childminder recognises that some children prefer being outdoors and learn better in this environment. However, although children access the outdoors daily, activities in this area are not consistently planned to meet all children's individual learning needs.
- The childminder ensures that she works in partnership with parents to be sure children are offered healthy and well-balanced meals and snacks. She informs the parents about appropriate and nutritious foods that should be included in their packed lunches. Children develop good self-help skills as they wash their hands before all meals and snacks. They take themselves to the toilet and are shown how to use tissues to clean their noses.

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:

- enhance planned activities to consistently meet all children's individual learning needs
- develop the provision for outdoor play to support children who learn better outdoors to have greater opportunities to do so.

Setting details

Unique reference number	EY445814
Local authority	Leicestershire
Inspection number	10340754
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	0 to 9
Total number of places	18
Number of children on roll	16
Date of previous inspection	29 February 2024

Information about this early years setting

The childminder registered in 2012 and lives in Narborough, Leicestershire. She works with two assistants. The childminder operates from 7.30am to 5pm, Monday to Friday, during term time, and from 7.30am to 5pm, Tuesday to Friday, during school holidays. The childminder provides funded early years education for all eligible children. The childminder and one of her assistants hold a relevant early years qualification at level 3.

Information about this inspection

Inspector

Alexandra Brouder

Inspection activities

- The childminder led the inspector on a learning walk and told the inspector about what they want the children to learn.
- The inspector observed the quality of education being provided indoors and assessed the impact that this is having on the children's learning.
- The inspector observed the quality of the interactions between the childminder, her assistants and the children and assessed the impact on the children's learning.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke with the children and the assistants during the inspection.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector considered written feedback from parents.

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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