

Childminder report

Inspection date: 9 July 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

The childminder supports the emotional well-being of the children well. They go to her for cuddles when they need support and reassurance. Children are encouraged to form positive relationships with their peers. For example, when new children start attending, the childminder models and helps children understand how to play cooperatively together. Further experiences to support children's social skills include the childminder taking them to playgroups where they interact and make relationships with other children of a similar age.

Children are supported in their language development. For instance, the childminder talks to children about what they are doing when she plays alongside them, helping children to hear new words. Children are asked questions to encourage their thinking skills. Children learn mathematical concepts. This includes the childminder helping them recognise different shapes and how to use shapes to make larger shapes such as using triangles to make squares. Children remember previous learning experiences and continue their interests. For instance, after the childminder takes children into green spaces to explore and investigate mini beasts, children find snails on their journey to the childminder's home.

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

- The childminder gathers information from parents about their children's abilities when they first start. She uses this, along with her observations of children, to identify how to support their next steps in learning. The childminder knows how to make timely referrals to other professionals to help meet children's individual needs and help close any gaps in their learning. All children make good progress from their starting points in learning.
- The childminder reflects on her practice and the experiences she offers children. Recent changes include obtaining a library card. This enables her to support children in choosing books to take back to her home. The childminder reads children stories, helping them develop a love of books. Children show that they love listening to stories and ask for another story when the childminder finishes reading.
- The childminder extends her professional development. She attends training courses to develop her knowledge of how to support children's language skills. This helps her to understand that children learn some sounds later than others. The childminder repeats words children say so they hear the correct pronunciation.
- Children are offered planned activities to help them learn about oral health. For example, the childminder shows children how to use toothbrushes to brush pretend teeth. The childminder takes the children with her when she visits the dentist. This helps children learn about people who can help them care for their

teeth.

- The childminder plans activities to help children learn how foods are made. This includes children helping her to make fishcakes and pizzas. Children learn about the ingredients that go into food and how to prepare and cook the food. Children taste the food they make, helping to expand their diet.
- The childminder works in partnership with parents to support their children's development. Information is shared with parents to help them continue their children's learning at home. For example, the childminder uses additional funding to provide older children with books about going to school. This helps them to be emotionally ready for their move on.
- Overall, the childminder manages children's behaviour well. She models and talks to children to help them understand how to share and take turns. However, the childminder does not help children to embed their understanding of feelings and emotions. For instance, when children become upset and frustrated, the childminder does not help them name how they are feeling and understand why they feel a certain way.
- Children sit well and concentrate when the childminder reads them stories. However, at other times during the day, the childminder does not support children in listening and following instructions effectively. For example, when she asks children to help her tidy away toys, they continue to play.

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:

- strengthen the support for children to embed their understanding of feelings and emotions
- support children to listen and follow instructions during changes in the daily routine, such as when tidying away toys.

Setting details

Unique reference number	EY457968
Local authority	Leicestershire
Inspection number	10410468
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	12 February 2020

Information about this early years setting

The childminder registered in 2013 and lives in Burbage, Leicestershire. She operates all year round from 7am until 5pm, Monday to Thursday, except for bank holidays and family holidays. She provides funded early education for children age nine months upwards. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- The childminder and inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She reviewed a sample of documentation.
- Written feedback from parents and carers was reviewed by the inspector, who 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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