

Childminder report

Inspection date:

17 September 2025

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Met

What is it like to attend this early years setting?

This provision meets requirements

Children are happy and eager to attend the childminder's home. They follow the established and familiar routines and settle quickly into the homely, welcoming environment. For example, children instinctively know where to place their personal belongings on arrival, remove their shoes and wash their hands before sitting down for their snack. They confidently ask the childminder for their preferred snack. Their independence is promoted further as they spread butter on their toast and clear away their plates. These routines demonstrate that children feel safe, secure and well supported to manage tasks for themselves.

Children confidently choose from the wide range of activities on offer and become deeply engaged in their play. They use their imagination well, working together to invent festival games, where they prepare pretend food for visitors. As part of this role play, they invite the childminder and visitors to join in, decorating their faces with gems so that everyone is 'ready for the festival'. This shows that children are secure in their relationships, interact confidently with adults and express their creativity freely. The childminder values children's ideas and joins in with enthusiasm, which extends their play and builds their confidence further.

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

- The childminder has high expectations for children's behaviour. She is a good role model and provides clear guidance and explanations so children learn what is expected of them. Children show good behaviour as they display skills in sharing and taking turns. They are kind to one another and have purposeful conversations with their friends. The childminder offers consistent praise and encouragement, building on children's confidence and self-esteem.
- Children benefit from the positive interactions the childminder has with them. She praises their attempts and achievements and encourages them to persevere. For example, when children play a handheld game, the childminder encourages them to 'keep trying' when they find the game increases in difficulty. This builds on children's resilience.
- The childminder knows children and their families very well. From the outset, she takes time to understand each child's interests, routines and family circumstances. She uses this knowledge to plan activities that reflect children's interests and capture their imagination. Children become fully engaged in their play, enjoy exploring new ideas and demonstrate confidence and independence in the childminder's home.
- Partnerships with parents are strong. Parents describe the childminder as polite, welcoming and adaptable. They say she provides a nurturing environment and sets clear boundaries that help children feel safe and secure. Parents value her

dedication, care and flexibility. They praise the wide range of engaging activities she provides and the strong communication she maintains.

- The childminder has a clear understanding of how to support children with special educational needs and/or disabilities (SEND). She works closely with families, offering sensitive guidance and practical advice that parents say makes a positive difference. She liaises effectively with schools and other professionals to ensure seamless transitions and consistent support. The childminder demonstrates patience, flexibility and insight. She adapts routines to meet children's individual needs and communicates sensitively to help parents feel supported and confident.
- The childminder has effective risk assessments in place to ensure the home and all areas used for childcare are consistently safe and suitable. Daily checks and regular reviews of resources and equipment maintain a safe and age-appropriate environment. Risks on school runs are carefully assessed. Close supervision, combined with teaching, helps children develop an understanding of road safety. Children's safety and welfare are prioritised and consistently promoted.
- The childminder keeps up to date with essential training, such as first aid. She accesses a range of professional development opportunities to continuously improve her practice. In addition, she works closely with other childminders in the area. The childminder receives information about changes to legislation. This helps to ensure that her knowledge is up to date.

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	EY477128
Local authority	Leicestershire
Inspection number	10408267
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	5 to 10
Total number of places	10
Number of children on roll	15
Date of previous inspection	29 January 2020

Information about this early years setting

The childminder registered in 2014. She lives in Countesthorpe, Leicestershire. She provides care for children before school between the hours of 7.30am and 9am and after school between 3pm and 6pm, Monday to Friday, except family holidays. The childminder holds a level 3 childcare qualification and is paediatric first-aid trained.

Information about this inspection

Inspector

Ali Lancaster

Inspection activities

- The childminder took the inspector on a learning walk of her provision.
- The inspector took parents' written views into consideration.
- The inspector held a leadership discussion with the childminder.
- The inspector sampled a range of documents and children's records.
- The inspector observed interactions between the childminder and the children.

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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