

Childminder report

Inspection date:

9 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 to be collected from school by their welcoming and gentle childminder. Children experience warm and loving relationships with her. Their interactions are nurturing and filled with genuine affection. The childminder listens attentively as children excitedly chat about their day. Her nurturing approach supports their emotional well-being and sense of security. Young children hold hands with the childminder, while older children sign a contract with the childminder to enable them to walk ahead calmly, building on their sense of responsibility and trust. This ensures all children are kept safe. Children are regularly praised, building up their self-esteem and confidence.

Children confidently access the array of activities set out by the childminder in the well-thought-out environment. They spend long periods of time focused on these opportunities. The childminder encourages children to be creative. Children set up an animal adoption agency, while others make up card games. Children confidently ask questions as they explore science activities, and they listen carefully to the childminder as she skilfully supports them to find answers and solutions for themselves. As a consequence, children demonstrate high levels of resilience and a 'can-do' attitude. They are confident, and enjoy sharing their successes with the childminder, who responds positively with praise.

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

- The childminder has high expectations of children's behaviour and encourages children to work cooperatively. The childminder is a positive role model and, as a result, children consistently demonstrate kindness and display positive behaviour. For example, children are respectful of the views of others. They take time to listen and respond positively to their peers' ideas and interest when playing together. Older children want to help the younger children when playing together, which creates a harmonious and supportive atmosphere.
- Children understand what is expected of them and are supported to become independent. When they arrive at the childminder's home, they show respect as they take it in turns to take off their shoes and coat and put away their belongings. Children wash their hands before mealtimes and after personal care. The childminder supports them to understand the importance of why we do these things. She explains the importance of these routines, helping children to build good habits and an awareness of healthy practices.
- The childminder is knowledgeable about how to support children with special educational needs and/or disabilities. She recognises when children may need extra help and works closely with the staff in school and parents so she can provide continuity in children's care. This helps to ensure that children receive

the appropriate support.

- The childminder works closely with the school to gather information about current topics and themes. She ensures communication between the parents and school is shared promptly and effectively for a seamless transition.
- Parents speak highly of the childminder. They appreciate how the childminder takes a genuine interest in children, which supports them to feel safe and secure. She takes time to get to know the families and children and caters to children's individual needs and interests. Parents comment on how nurturing and kind the childminder is. They value the safe, home-from-home environment she creates and the trusting partnerships she builds, which further strengthen children's confidence and well-being.
- The childminder actively promotes healthy lifestyles. She prepares nutritious home-cooked meals, encourages children to try new foods, and ensures they enjoy fresh air and exercise. For example, by encouraging children to walk home from school. This approach supports children to develop positive attitudes towards healthy eating and physical well-being.
- 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 toys and equipment maintain a secure and age-appropriate environment. Risks on school runs are carefully assessed and close supervision, combined with teaching, helps children develop an understanding of road safety. As a result, children's safety and welfare are prioritised and consistently promoted.

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	106784
Local authority	Leicestershire
Inspection number	10407435
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	4 to 10
Total number of places	6
Number of children on roll	17
Date of previous inspection	9 January 2020

Information about this early years setting

The childminder registered in 1999 and lives in Appleby Magna, Leicestershire. She operates from Monday to Friday term-time only. Sessions are from 7am to 9am and 3pm to 6pm. The childminder has an appropriate qualification at level 3.

Information about this inspection

Inspector

Ali Lancaster

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- Children told the inspector about their friends and what they like to do when they are at the childminder's setting.
- The childminder spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key 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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