

Childminder report

Inspection date: 27 March 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 are settled and happy in the childminder's care. They eagerly join in with the activities that the childminder provides, showing high levels of concentration and involvement in what they are doing. The childminder has high expectations for children's language development. She uses words such as 'artistic' and 'interpretation' while commenting on children's creative play. Children enjoy their time in the childminder's garden. They develop their dexterity and coordination by filling small plant pots with soil and inserting pretend flowers. The childminder and children watch from a distance as bees buzz around the pretend plants, and the childminder explains that the bees are attracted to the bright colours of the petals. This learning supports children's understanding of the natural world.

Older children demonstrate what they have previously been taught by the childminder. For instance, they enthusiastically help younger children to wash their hands by showing them how to push up their sleeves and apply soap. They announce, 'Your turn next' and make sure each child has chance to access the sink. This shows the positive impact of the childminder's support on children's personal and social development.

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

- The childminder has made clear improvements since her last inspection, which means that children are receiving a better experience overall. She has focused her professional learning and development around what she can do to give children a secure start to their early learning. The impact of this is notable. It is important that the childminder maintains this learning and development, so that she can continue to deliver good-quality care and education.
- The childminder plans the curriculum so that children have the chance to embed new knowledge and practise new skills. She carefully considers the ordering of activities so that children can recall and remember. This helps to secure children's learning and development. For example, children look at daffodils on outings to local parks. They then recreate a daffodil from art and craft materials, recalling what the flower is called and that they have grown from bulbs.
- For the most part, the childminder supports children to explore and find out things for themselves. For instance, she provides children with magnifying glasses and prompts them to recognise that the bugs they are examining look bigger through the lens. That said, the childminder is sometimes quick to complete tasks for children during their play rather than supporting them to develop these new skills for themselves.
- To help shape children's positive behaviours, the childminder gives older children special responsibilities. For example, she asks them to help the younger children wash their hands ready for eating snack. This helps older children to feel valued

and important, and it teaches them ways that they can be helpful and kind to others.

- Each day, the childminder plans for children to play turn-taking games, where they need to share and work together as a team. This helps children develop the social skills that they will need for school and beyond. The childminder starts each game by explaining to the children that they need to take turns. She initially directs these interactions, and then allows children time to independently practise this on their own. Children respond positively and successfully navigate their play.
- The childminder takes children on outings to explore and learn about the world around them. They visit local parks and nature reserves. For some children, the childminder is offering experiences that they rarely get elsewhere. The childminder teaches children how they can keep safe while in the community, such as how to cross the road safely. Children are learning skills and knowledge that they need for life.
- Parents confirm their children have learned new things from the childminder, such as how to independently put on their coat. The childminder supports parents' understanding of their child's development, for instance, when children might be ready to transition from nappies to using the toilet. Parents are grateful for the support that the childminder offers the whole family, especially during significant times, such as the arrival of a new sibling.

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:

- continue to participate in training and professional development opportunities to maintain the improved practice that has been achieved
- allow children more time and opportunity to independently learn new skills in their play.

Setting details

Unique reference number	252189
Local authority	Nottinghamshire County Council
Inspection number	10353176
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	2 to 3
Total number of places	6
Number of children on roll	8
Date of previous inspection	23 April 2024

Information about this early years setting

The childminder registered in 1989 and lives in Worksop, Nottinghamshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Charlotte Whalley

Inspection activities

- The childminder and inspector discussed the early years curriculum.
- Children confidently communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector looked at relevant documentation.
- The childminder and inspector discussed what children were learning and how the childminder was supporting this.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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