

Childminder report

Inspection date:

10 September 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 smile and point when they look at photos of themselves, their peers and the childminder's dog. The childminder talks to children about the images they see and where they have previously visited with her. This helps children to have a sense of belonging in her care. Children show positive relationships with the childminder. They demonstrate that they enjoy the childminder joining their play. For example, when the childminder sits on the opposite end of a see-saw and uses her feet to move children up and down.

The childminder supports children in following their interests in play. When younger children find pretend keys and say 'car', the childminder provides them with a toy garage so they can roll toy cars down ramps. This helps motivate children's learning and supports them to concentrate.

Children have plenty of opportunities to be physically active as part of the curriculum. The childminder helps children learn new skills such as showing them how to hold a toy golf club to hit a plastic golf ball. Children use large arm movements as they throw balls into holes and nets. This helps them develop the early skills they need in preparation for writing when they move on to school. The childminder shows children how to kick balls into a net. When children show good balance and coordination as they copy her, they receive praise for their achievements. This helps raise children's self-esteem and encourages them to repeat the action.

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

- Since her last inspection, the childminder has attended online training courses. This has helped her to develop knowledge of how to support children's learning, so they make good progress in their development.
- The childminder works in partnership with parents and carers to gather a full picture of children's ongoing abilities and achievements. This helps her to identify precisely what children need to learn next. However, occasionally during children's self-chosen play, the childminder's interactions do not help children to build on their individual learning needs. For instance, when she wants younger children to say more than two words together, she does not fully support them to do this.
- The childminder shares books with children, supporting their literacy development. She uses different tones in her voice when she reads, helping to capture children's interest. Younger children show good listening skills and follow her instructions. For example, they identify different images on the pages when the childminder asks them to point.
- The childminder is responsive to children's needs and considers their feelings.

For instance, she makes children's personal care routines a positive experience. When the childminder changes children's nappies, she promotes their privacy. The childminder talks to children, sings them songs and asks them where their tummy is. This results in children laughing and talking to the childminder.

- The childminder provides children with many opportunities to learn how they can keep themselves safe. For instance, she talks to children about road safety. The childminder helps children understand not to approach stray dogs when they are out and about. She teaches them to ask the owners before they can stroke the dogs. Furthermore, the childminder helps older children to understand the procedure they would follow if there were an incident and she were ever unresponsive. This includes calling for emergency services.
- The childminder offers children a range of nutritious snacks to promote healthy eating. She talks to children about how the foods they eat can have a positive impact on their bodies. For instance, children learn that cheese can make their teeth strong, and foods such as melon can help quench their thirst.
- Overall, the childminder supports children's communication skills well. For instance, she talks to children when playing alongside them and sings nursery rhymes. However, sometimes, the childminder does not fully support children in understanding new words. For example, when she asks children to describe the texture of different balls and they do not know the answer, she does not clarify how the balls feel.
- The childminder helps children understand how they can behave well. For instance, she rolls balls backwards and forwards to younger children, showing them how to take turns. Children are keen to help the childminder tidy away balls that are on the floor. When children bend down low and reach for the balls, the childminder praises them for showing good stretching.

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:

- help children to build on their understanding of new words
- strengthen interactions to support children to build on their individual learning needs during their self-chosen play.

Setting details

Unique reference number	252586
Local authority	Nottinghamshire County Council
Inspection number	10369315
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 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	11 September 2024

Information about this early years setting

The childminder registered in 1998 and lives in Arnold, Nottingham. She operates all year round, from 7.30am until 5.30pm, Monday to Wednesday, except for bank holidays and family holidays. The childminder provides government funded childcare for children aged nine months upwards. She 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, indoors and outdoors, and assessed the impact this has on children's learning.
- Children interacted 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 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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