

Childminder report

Inspection date: 30 June 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 knows the children well and uses this knowledge to plan well sequenced learning experiences based on their interests. Children are happy and settled. They enjoy spending time in the well-resourced garden to develop and practise their physical skills. For example, on warm days, children are keen to engage in water play. The childminder provides jugs for pouring and emptying. She encourages children to share the resources with her as they develop their imagination and fine motor skills as they learn to scoop and pour. The childminder builds on children's learning as she encourages them to accurately water the growing carrots and plants in the garden to further develop their hand control. Children's larger physical skills are supported well as the childminder takes them out and about within the community, such as to the local parks.

The childminder places a strong focus on teaching children the language of feelings and emotions throughout their play and learning. For example, as children enjoy splashing in water they squeal with joy. The childminder helps children to recognise and name their own emotions, such as feeling excited. Furthermore, she acknowledges when children become tired. Labelling of emotions helps children become aware of their emotions and identify their feelings from a young age to support their emotional well-being.

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 and consistently reinforces these through clear, age-appropriate boundaries. For example, she encourages young children to help tidy away the scarves off the floor, so they do not trip over them and harm themselves. Children behave well and happily follow instructions.
- The childminder finds out information about children from parents when they first start about what they know and can do. This helps the childminder to identify some learning intentions to build on children's development from the start. During their time at the setting, the childminder completes detailed observations and assessments of how well children are developing and plans appropriate next steps in learning. This helps children make good progress in readiness for the skills they need for starting school.
- The childminder has developed positive relationships with parents. She provides a range of advice and support to parents about various developmental stages, such as potty training and managing behaviour. She understands the benefits of working in partnership with parents. For example, the childminder and parents both use sticker charts to encourage children's positive behaviour. However, the childminder is not as successful in developing working partnerships with other settings that children attend to fully support their continuity of

learning.

- The childminder supports children's understanding of simple numbers and counting. For example, when children show an interest in counting, the childminder supports them. She skilfully weaves counting through daily activities. For instance, during a song about a spider, the childminder helps children count the legs on a picture of a spider.
- The childminder uses her knowledge of each child to provide activities they are interested in and what she wants them to learn next. For example, during story time the childminder wraps toys in paper that are included in the story. She introduces these to children when she reads the story. Children are curious and preserve as they excitedly pull off the paper and find animals linked to the story. This planned activity supports children's engagement and concentration as they learn about animals.
- The childminder supports young children to gain new vocabulary. For example, she teaches them words, such as 'squeeze' and 'splash' as they play in the water. The childminder also uses care routines, such as nappy changes, to have interactions with young children. She speaks clearly and slowly. Young children confidently respond with smiles and babble. Children's communication skills are increased by the childminder.
- The childminder reflects on her practice and works hard to maintain quality. She regularly updates her knowledge through online webinars. The childminder builds strong networks with other childminders in the local community to share best practice. For example, the childminder has recently borrowed additional resources to support her weekly topic and extend children's learning.

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:

- build on partnerships with other settings that children also attend to support continuity in children's learning and development.

Setting details

Unique reference number	254705
Local authority	Nottingham
Inspection number	10398901
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	1 to 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	14 November 2019

Information about this early years setting

The childminder registered in 2000 and lives in Nottingham. She operates Monday to Friday from 7.30am until 5.30pm, all year round, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. The childminder provides government-funded places for children.

Information about this inspection

Inspector

Kate Francis

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the 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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