

Childminder report

Inspection date:

14 May 2025

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

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

The childminder warmly welcomes children as she collects them from their school classroom. Children greet the childminder with cuddles. The childminder is vigilant and has a well-organised routine for walking home, ensuring that children are safe. Children are familiar with the routine as they wait for the childminder to say when it is safe to cross the road. Children benefit from mixing with children of different ages. Younger children learn from their older friends. The childminder encourages younger children to hold hands with the older children as they cross the road.

The childminder offers a welcoming home where children are nurtured and where they enjoy playing with their friends. She creates an exciting and stimulating environment that is based on the ages and interests of the children. As a result, children are eager to play and they ask their friends to join in games together, such as giant connect four in the garden. Children behave well. The childminder is kind and supportive, offering children lots of positive praise, ensuring that their self-esteem is high.

Children are confident, and they engage well with the childminder and each other. Snack times are sociable occasions. The childminder and the children sit together and eat their evening snacks. Children chat enthusiastically about what they like to do. The childminder promotes a culture of diversity and inclusion. She encourages children to discuss and share their own experiences. This helps to broaden children's awareness of the diversity of cultures represented in the setting.

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

- The childminder builds positive and trusting relationships with children she cares for. She joins in children's play and teaches them fun skipping games with rhymes. The childminder encourages children to keep trying and to master the routine. When children are successful, the childminder praises their efforts, and all children respond positively, jumping up and down and clapping their hands together.
- The childminder has rules and boundaries in her home, helping children to understand what is expected of them. Children treat the childminder's home and resources with respect. They use good manners and show kindness and consideration towards her pets.
- Strong partnerships with parents are evident. The childminder adopts a gentle approach to settling in and works with the child and their parents to accommodate their needs. She communicates effectively with parents. For example, she speaks with parents during drop-off and collection times to ensure that messages are shared between the parents and school. The childminder

knows that working together and sharing relevant information is important to ensure that children settle well into school.

- The childminder ensures that children's good health and hygiene are supported. She provides healthy snacks for children following their likes and dislikes. The childminder reminds children to wash their hands before eating. She provides activities outdoors to promote physical exercise and joins in with children as they play. Children thoroughly enjoy skipping and hula hoop activities. They learn how to move their bodies and swing the hoop around their hips.
- Children have good opportunities to add their own ideas to activities. For example, the childminder helps children plant sunflower seeds. Children ask their friends to guess how tall it will grow and take part in a growing competition. This means children feel important and their suggestions are valued, which helps them to become fully involved in activities that are provided.
- The childminder demonstrates a reflective approach to her practice by seeking regular feedback from parents through questionnaires. She has built up a good network with other childminders to regularly evaluate her childminding provision. Working together ensures that she maintains her own high standards and so that all legal requirements are well met.
- The childminder builds secure relationships with the school that children attend. She finds out information from teachers, such as current topics the children are studying. For example, children are learning about different plants and life cycles. The childminder uses this information to plan activities in her home to continue 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.

Setting details

Unique reference number	254757
Local authority	Nottingham
Inspection number	10380255
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 8
Total number of places	6
Number of children on roll	18
Date of previous inspection	3 June 2019

Information about this early years setting

The childminder registered in 2000 and lives in Wollaton, Nottingham. The provision operates term-time only, between 7.30am and 9am, on Monday to Friday. Afternoon sessions are from 3.30pm until 5.30pm.

Information about this inspection

Inspector
Kate Francis

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- 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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