

Childminder report

Inspection date: 24 January 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	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder provides a welcoming and homely space where children feel secure and safe. Children are supported to develop strong relationships with the childminder as she recognises and meets their needs. For example, children have individual care plans, which outline their personal care needs, sleep routines and meal preferences. The childminder uses these plans to foster children's well-being and nurture their personal growth. Children benefit from a curriculum tailored to their interests and learning needs. The childminder plans activities that maintain children's concentration and help them learn new skills.

Children learn to behave well. The childminder encourages cooperative play, helping children learn to share and take turns. When children want the same toy, the childminder helps to resolve the situation using clear explanations and talking to the children, helping them to understand how to respect others. The children excitedly choose books and sit comfortably on the childminder's lap as she shares stories. The children enjoy interacting with books as they place their fingers on different pictures of fruits and eagerly listen to what caterpillars eat. They enjoy feeling different textures and are encouraged to repeat familiar words. This helps to support their communication and language development and fosters their love of books and reading.

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

- The childminder observes the children to identify the progress they make in their development. She uses documents on child development to help her identify where the children are and what they need to learn next. The childminder plans activities to help build on the children's learning. Consequently, children are supported to make progress and develop new skills.
- Partnerships with parents are strong. The childminder identifies children who need additional support and links with other professionals. She shares up-to-date information with parents and those involved with children's health and education. This helps to ensure that children's developmental needs are identified and supported and improves children's outcomes.
- The childminder takes the children out into the community; she plans trips and takes them to the local park, which allows them to investigate the world around them. Children visit the library and local places of interest, such as Wollaton Hall. The childminder supports the children's understanding of the world by exploring different environments, people and places.
- The childminder understands the importance of children's communication and language. She supports children to listen to stories and sing songs and rhymes. The childminder repeats unfamiliar words to ensure that children pronounce them correctly. However, the childminder does not plan additional support for

children who lack confidence or have speech difficulties. Consequently, some children are not making the best possible progress in this aspect of learning.

- The childminder supports children to become independent during daily routines and activities. For example, children are encouraged to fetch their own drinks and choose activities. Younger children learn to feed themselves using spoons. This supports their confidence and belief in their abilities, which in turn builds their self-esteem.
- The childminder has high expectations of children's behaviour. Children know the boundaries and respect them. The childminder praises the children's achievements, which encourages children to persist when things are hard to do. For example, when the children attempt to post shapes in a shape sorter, the childminder encourages them to keep trying and to have another go. This reinforces children's positive attitudes to learning and self-confidence.
- The childminder plans activities to ensure all children can join in according to their differing levels of development. For example, older children learn to use tweezers to pick up coloured dinosaurs and match them to coloured dishes. Younger children are encouraged to investigate the different shapes and practise new words, such as dinosaurs. This careful planning ensures experiences help children make good progress.

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:

- strengthen support for children to develop their vocabulary and widen the language they use.

Setting details

Unique reference number	2687683
Local authority	Nottinghamshire County Council
Inspection number	10368264
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	0 to 0
Total number of places	6
Number of children on roll	0
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Trowell, Nottinghamshire. She operates all year around from 6.30am to 8.00pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childminding qualification.

Information about this inspection

Inspector

Maggie Bellamy

Inspection activities

- The childminder spoke to the inspector about the children's learning and development and how she organised her provision.
- The childminder showed the inspector around her premises and discussed how she ensures that they are safe and suitable.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector reviewed information shared between the childminder and parents.

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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