

Childminder report

Inspection date: 19 February 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

Children are happy and cheerfully welcome visitors to the setting. They receive individual care and attention, which supports their emotional well-being. The childminder's warm approach contributes to the close bonds she builds with children and their families. This helps children to settle quickly. Children are confident and becoming independent. They freely choose from the range of toys and enjoy their play.

Children develop their physical skills as they walk to and from activities in the local community. They learn about nature as the childminder encourages them to explore local woodlands, parks and nature trails and talks to them about things they find. Children engage in activities the childminder plans to develop their concentration and pre-writing skills. For example, older children develop hand-eye coordination while threading cereal onto pipe cleaners to make bracelets. Children of all ages develop their imaginations by creating dens and exploring role-play equipment, such as the play kitchen. Children play alongside each other and start to build friendships. The childminder encourages kindness and praises children when they offer friends resources and involve them in their play. Children benefit from planned weekly visits to local groups and singing sessions. These enable children to mix with other children and help them build social skills in preparation for their eventual move to school.

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

- The childminder knows the children well, including their interests and what they are working on next. She reflects on her practice and recognises where to enhance or adapt her practice for the youngest children, for example, by adding resources to activities to support younger children's abilities and interests.
- Positive behaviour management strategies are used consistently by the childminder. Children are offered clear, consistent explanations and encouraged to share and take turns. Minor incidents of unwanted behaviour are addressed quickly by the childminder, who uses distraction and gentle reminders of her expectations. Children learn to behave well.
- The childminder encourages children to keep trying when they find things difficult. As older children complete jigsaws, the childminder encourages them to recall previous learning to turn pieces and remember that straight edges go to the outside. Children listen and persist in the task before celebrating with claps when they complete the puzzle successfully.
- Overall, the childminder supports children's communication and language development. Children enjoy participating in action songs and are developing an interest in books and stories. The childminder provides an ongoing running commentary as children play and explains activities and any changes to routines.

However, support for children to build on the range of words they know, join in two-way conversations and share their ideas is less well established.

- The childminder supports children to learn about healthy lifestyles and good hygiene practices. For instance, children are encouraged to drink water to keep hydrated and enjoy fresh fruit for snacks and at lunchtime. Children learn to wash their hands at key points during the day. This includes before eating and after using the toilet.
- There is a good range of toys for children to play with, and the childminder plans some activities to support children's learning. She recognises the progress children make and accurately identifies gaps in their learning. However, the childminder does not consistently incorporate support for each child's next steps in learning to help them build on what they already know and can do. For example, when planning and implementing group activities or lunchtime routines.
- The childminder works in partnership with parents. She shares children's development reviews and talks to parents about their children's progress and gaps in learning. She offers advice and ideas on how parents can further support children's learning at home, such as with potty training.
- The childminder is supportive as she joins in activities with the children. She role models play with the youngest children. With older children, she encourages small-muscle skills and independence. However, on occasions, the childminder is a little too eager in her interactions as she quickly moves activities on and provides new resources for children to explore. This intervention sometimes interrupts children's concentration and prevents them from exploring and developing their play ideas.

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 build the range of words they know and practise to further their language and conversational skills
- focus more precisely on the knowledge and skills individual children need to learn next to help them make the best possible progress
- strengthen support for children to help develop concentration skills and enable them to follow their independent play ideas.

Setting details

Unique reference number	2693776
Local authority	Nottinghamshire County Council
Inspection number	10380534
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 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Mansfield, Nottingham. She operates all year round, from 7.30am until 5.30 pm, Monday to Friday. The childminder holds a relevant qualification at level 6. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tina Garner

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.
- The inspector completed a joint observation and evaluated this with the childminder.

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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