

Childminder report

Inspection date: 22 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

Children learn how to keep themselves safe. For example, the childminder reads books to children to help them understand about internet safety. Children are supported by the childminder to stop what they are doing when they hear adults say, 'stop'. This is to support children's listening skills and reactions in the event of them being in immediate danger, such as when they walk near roads. Children are independent. They choose and help to prepare their meals. For instance, older children use knives safely to spread cheese and butter on bread to make sandwiches. Children choose which fruit they would like to eat.

Children are encouraged by the childminder to persevere. For example, when children attempt to put clothes on dolls and say that they can not do it, the childminder asks them to try again. This results in children saying 'pop' when they manage to push a doll's arm through a sleeve. Children are supported to learn how to take turns in their play. For instance, when they play games together, the childminder uses words to describe who needs to play next. This results in children telling their friends when it is their turn. Children develop their understanding of numbers and counting. For instance, when children count a number of objects incorrectly, the childminder asks them to count again, supporting them to understand when the number is correct.

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

- The childminder supports children's behaviour well. For example, when children run indoors, the childminder asks children where they need to run. Children reply, 'outside'. The childminder shares books with children about what they use their teeth for, such as biting food and chewing.
- Parents say that they appreciate the childminder offering their children healthy and nutritious meals that meet their children's allergies. The childminder talks to children about the foods she offers them, helping them to understand that they are good for their bodies.
- Children are supported to understand about the importance of good oral health. For example, the childminder talks to children about brushing their teeth in the morning and before they go to bed. Children say that they brush them to 'get the germs away'.
- The childminder uses observations and assessments to identify what children need to learn next. However, sometimes she does not give children opportunities to practise new skills. For example, when the childminder wants children to begin toileting, she does offer children consistent experiences to use the potty or toilet.
- The childminder supports children's communication and language skills well. For example, if children say words incorrectly, she repeats the words. This helps

children to hear the correct pronunciation. The childminder holds conversations with older children about their experiences at home. Children respond and recall events in their lives from memory.

- Children learn skills in preparation for their move on to school, such as to listen to stories and talk about favourite books. This includes children showing an interest in books about their bodies. The childminder helps children to develop their knowledge of different parts that make up a body, such as a heart and a brain. Children say that their heart is hiding from the childminder when they place their hand on their chest.
- The childminder provides children with opportunities to develop their social skills. For example, she takes children to meet other childminders and minded children. This enables children to play and interact with larger groups of children. However, the childminder does not fully support children to learn about diversity and different cultures beyond their own.
- The childminder reflects on her practice and identifies way to improve children's experiences. This includes purchasing resources that enables children to follow their interests. For instance, when children like large transport vehicles, the childminder provides children with a toy farm with tractors. This helps children to build on their small-world experiences.
- The childminder attends training courses to help build on her professional development. This contributes to developing her knowledge of how to provide children with dancing and yoga poses to help them stretch their bodies and reset their minds when children struggle to focus.

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:

- support children to practise the skills they need to learn next to help build on their development
- strengthen opportunities for children to learn about different cultures and diversity.

Setting details

Unique reference number	2694027
Local authority	Nottinghamshire County Council
Inspection number	10260117
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Bingham, Nottinghamshire. She operates all year round, from 7.30am until 5.30pm, Tuesday to Friday, except for bank holidays and family holidays. She provides funded early education for children aged nine months upwards. The childminder holds an appropriate level 3 qualification.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- The childminder and the inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- Children spoke 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 and evidence of the suitability of persons living in the household.
- 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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