

Childminder report

Inspection date: 18 March 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 confident in the childminder's home. They greet visitors when they arrive, telling visitors their name. Children select toys and resources to promote their interests, making independent choices in their play. This shows that children feel safe and secure in the childminder's care. Children are helpful, such as when they set out chairs around a low-level table at snack time. The childminder tells children that this is very kind, helping to promote positive behaviour. Children have experiences to develop their social skills and understanding of musical instruments. For instance, the childminder takes children to playgroups where they play with different instruments and explore sounds alongside others.

Children show a keen interest to look at books. When they look at images of animals in books, older children are supported to develop their knowledge of the names of baby animals, such as a foal and piglets. Younger children learn the names of the animals they see, contributing to their early understanding and speaking skills. Older children learn new words to help build on their vocabulary. For instance, when they play with dinosaurs, the childminder helps them to learn the name of a tetradactyl. If gaps are identified in children's learning, the childminder works with other professionals and parents to support children's individual needs.

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

- When children first start attending, the childminder adapts the strategies she uses to help children settle. For some children, this means offering settling-in sessions that help them to become familiar with the childminder and her home. For other children, additional funding is used to take children to play centres because the childminder identifies that they settle better away from her home. This helps to promote children's individual emotional well-being.
- The childminder liaises with other childminders to help reflect on her practice and to identify changes to improve outcomes for children. This includes developing a routine during the day to help children to feel safe and understand what happens next. Furthermore, the childminder uses snack times to read children stories where they are more able to focus and concentrate.
- The childminder encourages children to be independent. For example, she asks older children to use tissues to wipe their noses, offering minimal support. Children use jugs to pour their own drinks and wash their hands before eating.
- Although the childminder regularly observes and assesses children's learning and development, this information is not used precisely to inform planning for some children's next steps of development. Consequently, not all children are making the very best rates of progress.
- Parents say that they are happy with the experiences their children are offered.

They value the updates they receive from the childminder to keep them informed about their children's day. However, the childminder does not offer parents ideas and suggestions about how they can continue to support their children's learning at home.

- The childminder offers children a nutritious range of snacks and meals to help promote a healthy diet. She helps children to learn about the benefits of certain foods on their bodies and teeth.
- The childminder understands to share information about children's learning with other early years settings children also attend. However, when children move on to school, the childminder does not share information with teachers about children's care and learning to help provide consistency in their development.
- The childminder uses different strategies to manage children's behaviour. For example, with younger children, she uses distraction and gives them other toys to play with. Older children are supported to share, such as when they look at books.
- Children are keen to engage in planned activities the childminder offers them. The childminder adapts her teaching skills to meet the different ages and abilities of the children. For example, she sings songs with younger children to help develop their early speaking skills. The childminder asks older children to do actions to rhymes. Children move forwards and backwards when they pretend to row a boat, helping to support their physical skills.

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 assessments of children's learning to inform planning even more precisely to promote the best rates of progress
- offer parents ideas and suggestions to help them support their children's learning at home
- develop methods of sharing information about children's care and learning with schools that children move on to, to help provide consistency in their development.

Setting details

Unique reference number	2701468
Local authority	Nottinghamshire County Council
Inspection number	10375865
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 2
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Retford, Nottinghamshire. She operates all year round, from 8am until 6.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for children aged nine months upwards.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- The childminder and 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.
- 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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