

Childminder report

Inspection date: 11 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 happy and settled as they freely explore the childminder's home. The childminder supports them to make good progress in their learning and development. She makes accurate assessments of their progress and gets to know the children individually. Children form affectionate bonds with the childminder. They respond to the childminder's positive approach and are keen learners. The childminder uses praise purposefully to encourage children to try new learning and support the development of their self-esteem.

The childminder has high expectations for children's language development. They sing rhymes together, which helps build their growing vocabulary. She encourages children to be independent and make their own choices. Children readily let their wishes be known to the childminder, who is responsive to their needs. Younger children eagerly name the fruit they would like for snack and ask for more or tell the childminder they have had enough to eat. Young children learn to build relationships with each other as they take turns to use different-coloured paint to create pictures of spring flowers. The childminder talks to young children about sharing and taking turns. For example, they find pieces to complete jigsaw puzzles together and celebrate each other's success.

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

- The childminder plans a curriculum that supports children's learning, taking into account their interests. She uses her knowledge of how children learn to provide support and encouragement. The childminder stores resources safely at low-level, which means that children can select toys to enhance their play. For example, children can see how many different animals they can find, matching two or more animals that are the same, which encourages simple addition. However, the childminder is not always clear on what she expects children to learn from the activities that are provided. This means that some activities are not precisely focused on what children need to learn next.
- The childminder supports children as they learn to share and take turns. Gentle reminders and recognising children's efforts and achievements through praise have a positive impact, and children behave well.
- The childminder knows the importance of developing children's speech, language and communication skills. She has completed training to extend her knowledge and skills to enable her to support children's progress effectively. She uses her knowledge from the course to provide a supportive environment and uses strategies to challenge children. For example, she understands that children need time to think about their response to questions asked of them. She provides children with time to answer questions by pausing and waiting while children think.

- The childminder provides children with good opportunities to develop their physical skills and learn to manage risks, as they climb steps and use slides. Children develop their small muscles as they routinely practise holding different mark-making resources as they make their own pictures to celebrate spring.
- Children's care needs are sensitively met throughout the day. Younger children talk to the childminder as she changes their nappies and use the bathroom with support to wash their hands. Children receive lots of affection throughout the day, and the childminder recognises when children are becoming tired. They rest and sleep according to their individual needs.
- The childminder understands the importance of providing a range of healthy foods for children. For example, the children eat a range of different fruits at snack time, and they are offered water to drink throughout the day.
- Parents are extremely happy with the care and learning opportunities their children receive. The childminder spends time getting to know children and their parents through settling-in visits. During these visits, children are able to get to know the environment, and they start to build a relationship with the childminder and other children in her care. The childminder uses the visits to gather information about children's care routines so that she can provide continuity with those that parents provide. However, the information about what children already know and can do is not yet securely embedded in practice.

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:

- clarify the learning intention for activities that are provided to maximise the support for children's learning
- gather information from parents about their child's development when they first start attending.

Setting details

Unique reference number	2701922
Local authority	Nottinghamshire County Council
Inspection number	10375866
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 5
Total number of places	5
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 Rainworth, Nottinghamshire. The childminder operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder has a relevant qualification at level 3. The childminder provides places for children in receipt of government funding.

Information about this inspection

Inspector

Lianne McElvaney

Inspection activities

- The inspector observed a range of play activities in the childminder's home. She considered, with the childminder, the impact of teaching on children's learning and development and discussed children's progress.
- The inspector and the childminder completed a learning walk around the setting. They discussed how the environment is organised and the curriculum is planned to support children's learning. The inspector took account of how the childminder completes risk assessments to ensure that children remain safe.
- At appropriate times during the inspection, the inspector spoke to the children and the childminder. She also took account of the views of parents. The inspector observed the quality of interactions between the childminder and the children attending.
- A sample of documentation that supports the effective management of the childcare was viewed by the inspector. This included evidence of qualifications, the suitability of the childminder and other household members, and a sample of policies.

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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