

Childminder report

Inspection date: 10 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 and settled. They are happy and keen to join in with the interesting and challenging activities that the childminder carefully plans for them. Children enjoy their learning experiences. For example, they concentrate well and develop their small muscles as they scoop oats into different containers. Children are confident to communicate their thoughts and ideas as they choose their favourite songs to sing with their friends and the childminder.

Children show deep levels of concentration and engagement in the activities the childminder plans. The childminder plans interesting activities, which motivate children to engage in new learning. Children independently choose their own resources and activities and confidently lead their own play. They invite the childminder to join in with their play as they complete jigsaws together. The childminder acts as a good role model for positive behaviour. She encourages children to take turns to fit the pieces of the jigsaws together. The childminder speaks to children in a calm manner and offers gentle reminders about the importance of walking when inside her home. The childminder provides children with plenty of praise to boost their confidence and self-esteem, when demonstrating good behaviour. As a result, children's behaviour is extremely positive.

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

- The childminder provides an exciting curriculum that helps children to develop skills they need for future learning. She has a clear understanding of what children need to learn next and plans activities that support individual children's progress. However, the childminder does not consistently build on children's interest in mathematics as they play, to extend their numerical knowledge and skills further.
- Children enjoy sharing stories with the childminder. They independently choose books to take home and talk to the childminder about their favourite stories. The childminder uses props to support children to recall and retell familiar stories. For example, children talk about characters in a story stumbling and tripping as they walk through a forest before finding a bear in a cave. The childminder repeats back what children say and models the correct pronunciation of words to help children make good progress in their communication and language development.
- The childminder has carefully considered how she plans the environment, so that resources are easily accessible for children. This allows children to make independent choices about what they would like to play with. The childminder develops children's independence skills further by encouraging them to develop their self-help skills. For example, she encourages children to put their plates

into the washing up bowl when they have finished eating their snack and blow their own noses.

- Children understand and follow the setting rules well, such as walking inside and using their manners. They learn about what makes them unique as they talk about photographs of their family. Children talk about who is part of their own family and how everybody's family is different. This supports them to learn about the world around them.
- Children learn different ways to keep themselves healthy. They enjoy nutritious fruit at snack time and talk to the childminder about cleaning their teeth every morning before they arrive at the childminder's house. Children enjoy daily fresh air and exercise. For example, they enjoy playing in the childminder's garden and take walks to a local park to play football.
- Children develop their imagination as they play alongside the childminder in the role-play kitchen. They make pretend birthday cakes and sing happy birthday. The childminder supports children's play by providing ideas, such as making a wish as they blow out the candles.
- The childminder establishes positive relationships with parents and keeps them involved and informed about their child's achievements. She has daily discussions about what they have enjoyed doing. The childminder shares ideas to support children's learning at home, such as books to share together.
- The childminder uses training to improve aspects of her practice that she feels will further benefit the children in her care. She has completed training about how children develop their communication and language skills. The childminder ensures that children have time to reply to questions and have opportunities to share their own thoughts and feelings.

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:

- review the curriculum for mathematical development to further enhance opportunities for children to extend their understanding of number.

Setting details

Unique reference number	2704648
Local authority	Nottinghamshire County Council
Inspection number	10372607
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	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Kirkby in Ashfield, Nottinghamshire. The childminder operates all year round from 7.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder has a relevant qualification at level 5. 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 childminder completed a learning walk around the setting. They discussed how the environment is organised and curriculum 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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