

Childminder report

Inspection date: 3 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

The childminder develops positive relationships with children and their families. Children show they feel safe and secure in the childminder's company, as they invite her to join in with their play. The childminder uses stories to introduce children to new concepts that will support their future learning and development. Children develop their communication and language skills as they talk about the pictures in books.

The childminder supports children to develop healthy lifestyles. She provides children with nutritious meals and snacks throughout the day. Children have daily access to play in the childminder's garden, so they can be physically active. Children take trips out into the local community, such as visiting the farm. The childminder takes children on such visits to support their understanding of the world around them.

Young children are motivated and happy to join in with the play activities the childminder plans for them. They know the childminder values their attempts and successes. The childminder's warm interactions with children promote their learning and well-being. The childminder helps children learn about the different emotions that they may feel. She talks to children about how they feel as they play with their friends, and learn to share and take turns. Children thrive from using routines and boundaries, which the childminder explains to them in an age-appropriate way.

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

- The childminder has developed a broad and interesting curriculum for the children in her care. She uses children's interests to plan activities that she knows they will find fascinating. The childminder has a good knowledge of child development. She uses this to sequence learning effectively to support children to make good progress. However, the childminder's curriculum for expressive arts and design does not consistently support children to develop their own imagination.
- The childminder collects information from parents when their children start to attend and uses this, along with her own observations, to plan each child's learning. The childminder knows the children well and identifies what they need to learn next. For example, she plans activities to support children's independence. Children enjoy dressing dolls and practising fastening buttons on the dolls' clothes to support their ability to put on their own coats and shoes.
- The childminder supports children's language and communication skills, as she has interesting conversations with the children while she plays alongside them. For example, they talk about putting the dolls' clothes in the pretend washing machine. They discuss putting detergent into the machine and turning the knob

to switch the machine on. The childminder pronounces words clearly so that children can hear new words. However, she does not consistently support younger children to use the language they know to develop their speech and use words in the context of their play.

- The childminder plans group activities for children to encourage them to play together. She differentiates her teaching to ensure that children receive the support that they need to participate. For example, she supports children to learn about size as they identify which spoon is big and which is small. This supports children to extend their knowledge of mathematical concepts and helps to prepare them for the next stage of learning.
- The childminder supports children to develop healthy lifestyles. She provides daily opportunities for children to play outside and to develop their large-muscle strength. For example, children use ride on cars and scooters in the garden. The childminder encourages children to develop an understanding of healthy eating. She provides healthy food options and encourages children to cut their own fruit for snack.
- Expectations for children's behaviour are sensitively reinforced by the childminder. She gently reminds and supports children to make positive choices as they play. Children develop a clear understanding of the expectations of behaviour in the childminder's home. The childminder consistently praises the children as they take turns and share the resources on offer. Children are kind and learn to play well with their friends.
- The childminder is reflective and keen to improve the aspects of her practice that she feels will further benefit the children's experience in her setting. She has attended training to support her ability to identify what children need to learn next. This has supported her to plan activities that support children's learning.

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 expressive arts and design to further support the development of children's imagination
- support children's communication and language development further by allowing time for them to process questions and respond.

Setting details

Unique reference number	2711377
Local authority	Nottingham
Inspection number	10376619
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 6
Total number of places	6
Number of children on roll	16
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Bulwell, Nottingham. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a relevant qualification at level 3 and works with assistants. 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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