

Childminder report

Inspection date: 14 July 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 show positive relationships with the childminder and their peers. They are excited to play games together. This includes the childminder saying a number and asking children to find the same number that is displayed on posters around her garden. Children are eager to run around to find the correct number. They begin to ask each other to look for numbers, leading the game themselves. This contributes to children's mathematics skills and playing cooperatively alongside others. When children play with toys, they are supported to share. When they receive toys from others, the childminder reminds them to be polite and say 'thank you'.

Children engage in activities the childminder plans for them to help develop the muscles in their hands in preparation for early writing. This includes older children copying the childminder as she uses brushes to make patterns in porridge oats that are on a tray. Children copy making zigzag lines and criss-cross shapes with their brushes. Younger children learn through their senses as they explore the porridge oats. They grab handfuls of oats and watch closely as the oats fall through their fingers. Children develop a love of books. Older children join in familiar phrases and answer the childminder's questions about characters in familiar books. When the childminder reads, she uses plenty of animation in her voice, helping to maintain children's focus and attention.

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

- The childminder works in partnership with parents and other professionals to put early interventions in place to help identify and support any gaps or delays in children's development. This includes implementing targeted activities to meet children's individual needs.
- When children first start attending, the childminder gathers information from parents about children's abilities. She uses this, along with her observations of children, to identify how she can support their development. This includes helping some children to develop their confidence. For example, she takes children to libraries to join in group singing sessions with other children. Children begin to join in singing and copy actions to songs.
- The childminder shares information with parents about their children's achievements. She supports parents to continue their children's learning at home, such as to support their behaviour. This helps to provide a united approach to building on children's development.
- The childminder plans opportunities for children to learn about similarities and differences between themselves and others. For example, she provides activities that reflect children's home cultures and traditions. Furthermore, the childminder finds out about languages children hear at home and uses some key words in different languages in her interactions with children. This contributes to all

children having a sense of belonging in her care.

- Overall, the childminder supports children to manage their personal self-care skills well. For example, she provides children with privacy when they are toileting and encourages them to pull up their clothing by themselves after using the potty. However, the childminder does not help children to understand the importance of following consistent handwashing routines, such as before they eat.
- The childminder attends training courses to help develop her knowledge of how to support children's learning. Recent training helped her to reflect on the experiences that children receive to support their understanding. For example, she displays images of toys in her playhouse outdoors to help children understand where to put toys away when they have finished playing with them.
- The childminder talks to children when she plays alongside them. She asks older children questions and encourages them to remember previous learning to support their communication skills. However, the support for younger children's early speaking skills is not as effective. For example, she sometimes uses long sentences that younger children do not understand or are able to copy.
- Children are supported to listen. For instance, when the childminder asks children to help tidy away toys, she asks them to put away specific toys. This helps to direct children's focus and encourages them to follow her instructions. Children say, 'all tidy' when they have finished and receive praise from the childminder for helping. This helps to promote positive behaviour.

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 understand the importance of following consistent hand-hygiene routines
- develop interactions with younger children to build on their early communication skills more effectively.

Setting details

Unique reference number	2721822
Local authority	Nottinghamshire County Council
Inspection number	10394686
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
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 2023 and lives in Worksop, Nottinghamshire. She operates all year round from 7am until 4.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for children age nine months upwards. The childminder holds an appropriate level 4 qualification.

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, indoors and outdoors, 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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