

Childminder report

Inspection date: 9 September 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 secure in the childminder's home. They have strong relationships with the childminder and her co-childminder. Children are confident in the environment and are happy to explore toys independently. They are engrossed and absorbed in play because their interests have been skilfully used by the childminder. For example, children enjoy playing with their friends as they explore how far vehicles will roll. The childminder has created a play environment that supports all children to develop a love for learning. She knows the children in her care well, and this allows her to tailor her curriculum to each child's individual needs.

Children are respectful of each other and the environment. They are well behaved and kind to their friends. Older children learn how to take turns, and younger children learn manners and how to be polite. The childminder has fair rules and boundaries in place for all children, and children know what is expected of them. Children learn right from wrong from an early age. They are aware of routines. For example, they roll up their sleeves in anticipation of handwashing before eating. The childminder supports children to be independent. They are encouraged to feed themselves and to make choices about what they like to eat. For example, the childminder encourages children to try new fruits at snack time, such as blueberries.

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

- The childminder provides a broad and interesting curriculum for the children in her care. She collects information from parents when their children start and uses this to plan each child's learning from the outset. The childminder knows the children well and identifies what they need to learn next and how she will teach this.
- Children enjoy exploring play dough and making marks and patterns in the dough. They feel the dough and squeeze and mould it in their hands. The childminder uses children's play to talk to them about patterns to build on their mathematical development. However, there are times when the childminder's questions are too simple, which results in the children being able to easily answer her questions without developing their critical thinking skills.
- The childminder helps the children to develop their early language skills. She builds up existing vocabulary by adding new words such as 'neon' and 'bright' when talking about colours. However, the childminder does not consistently adapt the way she interacts with children to enable them to practise using language for themselves. As a result, some opportunities to consolidate children's early language development are missed.
- The childminder supports children to develop an understanding of their local

community. Children benefit from walks to local shops and regularly visit parks. The childminder encourages children to learn about the changing environment around them and discusses the different seasons. With the childminder's encouragement, children remember what they observed on their walks and build on this knowledge. For example, they talk about the different signs of autumn they saw and the names of different seasons.

- Parents and carers give positive feedback about the service that the childminder provides. For example, they state that children enjoy attending and love the broad range of resources and experiences she offers. Parents report that the childminder provides regular feedback about their children's care and learning, which supports them to continue this learning at home.
- The childminder offers children a lot of praise and encouragement so they become confident to try new learning and persevere with difficult tasks. For example, she encourages children to put their own socks and shoes on before they go outside to play. She sits calmly with children as they keep trying and celebrates their success with them. Children become highly independent and enjoy doing things for themselves, such as using the toilet and washing their hands.
- The childminder strives to develop her good practice even further. She seeks out training and uses the knowledge and skills she gains to benefit the children. For example, she has learned how to recognise some children's repeated patterns of play. This knowledge enables her to support children's learning more effectively.

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:

- enhance the use of questions to enrich children's learning and development and support their critical-thinking skills
- support children to use language they know during their play to further develop their communication skills.

Setting details

Unique reference number	2728239
Local authority	Nottinghamshire County Council
Inspection number	10398411
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 11
Total number of places	6
Number of children on roll	11
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 to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder works with a co-minder. She 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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