

Childminder report

Inspection date: 11 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

The childminder has an ambitious curriculum. She plans activities to meet the needs and interests of the children. As a result, children sustain their engagement well. When the children play, the childminder introduces new ideas. For example, while children make marks with chalk, she adds marks and compares their length. All children make good progress, this includes those with special educational needs and/or disabilities (SEND). The childminder extends children's vocabulary following their interests, for example, she describes the features of a ladybird that a child shares with her, introducing words, such as spots and wings. Children also show good independence, for example, they pour their own water into cups and chop bananas using safety knives. Children show a positive attitude to learning. They adhere to the established routines with confidence, such as washing their hands before snack and dinner.

The childminder supports children's emotional health well. For example, the childminder adapted her planning to teach children about insects due to some children showing signs of fear. This supports children's understanding to help reduce any anxieties. Children develop good relationships with the childminder. The childminder is responsive to children's care needs. As a result, children confidently seek the childminder for help and comfort.

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

- The childminder accurately assesses children and identifies any extra support needed. She adapts her interactions to help children with SEND to communicate. She uses sign language, objects and non-verbal communication like pointing. She further supports parents with external referrals to other professionals well.
- The childminder has a good understanding of how children learn. She revisits prior learning that is relevant to the children's play or activity. This helps children to remember what they have learned. For example, the childminder talks about what bees make when children are eating honey during snack time, which was part of their learning about insects.
- The childminder sets clear, age-appropriate expectations. Children take turns, encouraged well by the childminder. For example, children listen for their name to wait their turn. Children show good listening during activities. They enthusiastically join in, repeat words, and question throughout.
- The childminder uses the local community and area to extend the range of learning experiences the children have. Children explore different environments to help them become confident in new situations. They interact with different children outside of the childminder's home. This helps develop their social skills and gain a good awareness of people's differences.
- The childminder understands the importance of developing children's

communication and language skills. She comments, questions and adds new words to extend learning. Children join in with actions and words during singing and story time. Children also communicate their needs to the childminder. However, on occasion she does not give children enough time to respond in order to develop back and forth conversations.

- The childminder uses mathematical language and concepts alongside children's play to increase their understanding. For example, children count the pigeons on the roof with the childminder. Children also develop important mathematical understanding, such as, comparing the sizes of objects.
- The childminder helps children to develop an awareness of healthy lifestyles. She works with parents to ensure that packed lunches are healthy and nutritious. The childminder also promotes oral health daily. Children engage in role-play activities, such as practising teeth brushing on a toy. Children develop a good understanding of the importance of oral health.
- Children enjoy being physically active. They develop their larger muscles within the childminder's home, for example, children learn how to ride tricycles. Children also access larger play equipment at the local park, this further develops their physical skills. Children also develop their smaller muscles using different resources. For example, children grasp spray bottles to water the garden.
- The childminder shares information and ideas with parents to support home learning. This collaborative approach helps children to make good progress. The childminder also shares information on children's development with other settings and schools. This promotes consistency in their care and learning. This also helps children make smooth transitions.

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:

- allow children more time to respond during interactions to support their thinking and promote their language skills.

Setting details

Unique reference number	2728435
Local authority	Nottinghamshire County Council
Inspection number	10399010
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 7
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 Eastwood, Nottinghamshire. She operates all year round from 7.30 am until 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a childcare qualification at level 5. The childminder offers places for children in receipt of government funding.

Information about this inspection

Inspector

Amy Johnson (EM)

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025