

Childminder report

Inspection date:

16 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 settled in the childminder's home. The childminder provides children with consistent daily routines to help them to learn important self-care and social skills, including handwashing and using good manners. She encourages children to do things for themselves, such as helping tidy away toys when they have finished playing with them.

The childminder offers a broad and challenging curriculum. She introduces themes to support children's learning and plans a variety of activities. Throughout the day, children explore their feelings in age-appropriate ways. At story time, the childminder reads to children about a monster experiencing different emotions and describes them in different colours. She uses children's individual experiences to link to the different emotions in the story, engaging children in conversations. Children confidently talk about what makes them happy, sad, scared and loved. They develop positive relationships as they offer their friends cuddles to express the emotion of love.

The childminder consistently reflects this theme through children's play activities. As children sort coloured pasta into pots, the childminder helps children to recall the emotions behind the different colours. Children concentrate as they develop their hand muscle strength. For example, they manipulate play dough and different materials to create their own colour monster. These activities help children to gain a better understanding of what they are learning.

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

- The childminder skilfully interacts with children to motivate them and extend their learning. For example, as children play, she introduces mathematical language. The childminder talks about different sizes and capacity as children fill up pots and encourages them to compare sizes. Children are confident and capable learners who are well prepared for their next stage in education.
- The childminder manages children's behaviour effectively and has high expectations. She helps children to understand age-appropriate rules and boundaries. The childminder is a good role model. She teaches children to share, take turns and be kind to each other. Consequently, children behave well and happily follow instructions.
- The childminder makes regular observations and assessments of children's learning. She uses this information to plan activities to engage children and to help them to reach their next milestone. However, when children new to the setting start, the childminder does not collect sufficient information from parents and carers to decide on children's starting points for their learning. This does not help to inform the curriculum right from the start.

- The childminder recognises the importance of supporting and meeting children's personal needs. She places a strong emphasis on settling children into her care. The childminder invites parents into her home to help children to settle before parents then leave. This supports children's emotional well-being effectively. Children who are new to the setting regularly check in with the childminder as she offers reassuring cuddles to them. As a result, children settle quickly back into their chosen play.
- The childminder takes children on regular outings to places of interest in the community, such as libraries, the train museum and allotments. She uses these experiences to broaden children's understanding of the world around them and helps to build their confidence in different social settings.
- The childminder has developed positive relationships with parents. She provides a range of advice and support to parents about various developmental stages, such as potty training. The childminder understands the benefits of working in partnership with parents. For example, the childminder and parents use sticker charts to praise children consistently during potty training.
- The childminder knows individual children well. She can accurately identify any gaps in children's learning. The childminder addresses these swiftly by seeking external feedback from professionals to help her to meet children's needs effectively. This helps children to make steady progress in their development.
- The childminder is involved in a local childminding network group, where they share good practice. She reflects on her own provision and practice and identifies further training to support her to meet children's individual needs. This helps the childminder to maintain a good standard of care and learning for all children.

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:

- gather information about children's development from parents to inform plans for the curriculum right from the start.

Setting details

Unique reference number	2784741
Local authority	Nottingham
Inspection number	10419482
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	16
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2024 and lives in Clifton, Nottinghamshire. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides government-funded childcare places for all eligible children.

Information about this inspection

Inspector
Kate Francis

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- 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.

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