

Childminder report

Inspection date: 16 September 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Met
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What is it like to attend this early years setting?

The provision is good

Children show positive relationships with the childminder. Younger children go to the childminder for cuddles when they need it. When children have their nappies changed, it is a calm and relaxed time that encourages children to share positive interactions with the childminder. For instance, the childminder talks to children about what she is doing and children communicate back.

Children learn how to share as they pass objects to the childminder and receive them back. Children celebrate their achievements. For instance, when they try to solve problems and struggle a little, the childminder offers suggestions. When children achieve their goal, they clap their hands to reward their own achievements.

Younger children develop their core muscle strength, such as when the childminder asks them to carry small watering cans full of water from one end of the garden to the other. Children persevere and complete this task on their own. Children are supported to develop the muscles in their hands. This includes engaging in activities where the childminder supports them to squeeze water out of sponges and to copy her to squeeze, roll and pat play dough. Children listen when the childminder reads them books and sings rhyming songs. This helps to support younger children's early speaking skills.

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

- The childminder develops her knowledge of the different ways children prefer to learn. For instance, when children like to move objects from one area to another, she provides them with resources to transport objects, such as toy pushchairs. This helps children to build on their learning.
- The childminder reflects on her practice and identifies ways to improve children's experiences. Recent changes include erecting a fence in her garden to stop younger children accessing areas that are not safe for them. Furthermore, she has developed resources to meet younger children's learning and development needs indoors. These resources are easily accessible to encourage children to make independent choices in their play.
- Younger children are supported to develop their self-care skills. For instance, the childminder helps them to wash and dry their hands prior to eating, to promote hand-hygiene routines. The childminder gives younger children an open cup to drink from and supports them to use a spoon to feed themselves.
- The childminder offers children nutritious meals and snacks. She provides different foods for children to try, helping to expand their diet. The childminder shares this information with parents so they can offer children the same foods at home. Children have experiences to learn how to brush their teeth, contributing

to their knowledge of good oral health.

- The childminder's curriculum includes providing experiences for children to be creative. For instance, she shows children how to play instruments, such as how to shake and bang them together. Children copy and learn how to create sounds.
- When children move on to attend other early years settings, the childminder shares information with staff about children's learning and development. However, when children attend other settings as well as with her, the childminder does not gather information from staff to help complement the experiences children receive.
- The childminder encourages positive behaviour. For instance, she models using good manners for children to copy. The childminder asks children to tidy away toys when they have finished playing with them. Younger children show that they understand this task, and know where the resources go.
- Children show an understanding of daily routines and are keen to join in activities the childminder plans for them. However, sometimes during these activities, the childminder does not fully help children to sequence their learning. For example, during some activities that children engage in daily, she intends for younger children to identify their written name and numbers before they can use a variety of words.
- Daily information about every child's day is shared with parents. The childminder asks parents to send her photos and information about children's experiences at home. This helps her to understand and support children's feelings and to talk about future holidays they will attend. This contributes to supporting consistency between children's home and the setting.

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 from other early years settings children also attend to help complement their experiences
- help children to sequence their learning during planned activities.

Setting details

Unique reference number	EY281916
Local authority	Nottinghamshire County Council
Inspection number	10408062
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	3
Date of previous inspection	24 January 2020

Information about this early years setting

The childminder registered in 2004 and lives in Retford, Nottinghamshire. She operates all year round from 7.30am until 5pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for children. The childminder holds an appropriate level 3 qualification.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- The childminder and inspector viewed the premises 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 interacted 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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