

Childminder report

Inspection date: 6 August 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder creates a homely environment, where all children develop a strong sense of belonging. She nurtures children effectively and they respond well to her warm interactions. Children who are new to the setting happily seek out the childminder for cuddles and reassurance. The childminder follows children's lead, actively supporting them to select what they would like to do next. Babies explore resources with flashing lights and musical tunes. They press buttons and lift flaps to make things happen, showing delight as they discover cause and effect. The childminder joins in with enthusiasm. Her positive approach encourages children to become fully involved in activities. The childminder aims to prepare children for their transition to school. She acknowledges the importance of children becoming more independent and managing their own care needs over time. Younger children feed themselves and have a go at putting on their shoes, developing skills to accomplish tasks independently. Children make good progress.

The childminder has high expectations for children's behaviour and attitudes. She promotes a positive and inclusive atmosphere, where children learn to respect others and develop social skills. Children are encouraged to be independent, confident and curious, and they respond well to the consistent and fair boundaries set by the childminder. Children begin to understand the impact of their behaviour on themselves and others. For example, during role play with dolls, children imitate caring behaviour by gently stroking a doll's head and saying, 'gentle'.

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

- The childminder plans a wide range of stimulating activities that promote children's all round development. She carefully observes children as they play. She uses this information to inform her planning and ensure that activities are matched to their next steps in learning and interests. This helps children to build on what they already know and develop essential skills for future learning.
- The childminder thoughtfully supports children's physical development. Babies are encouraged to pull themselves to standing using sturdy furniture, and have plenty of opportunities to practise cruising, crawling and walking. This helps them to build core strength, coordination and confidence.
- Children enjoy many opportunities for conversation with the childminder. When children learn new words, the childminder encourages the children to look at her mouth to see how the sounds are formed. However, when the childminder asks children questions, she does not always give them enough time to think, plan a response and answer. This affects the younger children who are developing their language and thinking skills.
- The childminder manages daily routines, such as snack and lunchtimes, calmly and effectively. However, information sharing with parents about healthy eating

is not consistently clear. As a result, some parents are not fully informed about nutritional expectations, which can lead to inconsistencies in children's eating habits between home and the setting. This limits opportunities to reinforce positive healthy eating habits and a consistent approach to nutrition.

- Children have many opportunities to learn outside the setting. They enjoy trips to local parks, the library and stay-and-play sessions with the childminder. This helps to build on children's physical development and love of the outdoors. Furthermore, it enables children to develop their emerging social skills in larger groups and form new friendships.
- The childminder gets to know children and their families well as soon as they start in her care. She tailors her settling-in processes to every individual child and their family's needs. Parents comment on how supportive the childminder is to them as a whole family. They report positively on the childminder's care and of the progress children make. Parents say they receive plenty of information from the childminder about the children's daily activities and general care practices. They feel well informed about their children's overall development.
- The childminder refreshes her knowledge and skills and ensures she completes statutory training, such as paediatric first aid. She is keen to continue to evaluate and develop her practice and is dedicated to providing high-quality care to all children. The childminder takes responsibility to keep up to date with any national or local changes to procedures.

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:

- give children more time to process questions and formulate their responses to better support the development of their language, communication and thinking skills
- improve information sharing with parents with regard to healthy eating to promote greater consistency between home and setting, supporting children to develop positive and healthy eating habits.

Setting details

Unique reference number	EY286728
Local authority	Nottinghamshire County Council
Inspection number	10407757
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 10
Total number of places	6
Number of children on roll	15
Date of previous inspection	17 January 2020

Information about this early years setting

The childminder registered in 2004 and lives in the Stapleford area of Nottinghamshire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Tracy Hopkins

Inspection activities

- The childminder discussed with the inspector how she organises the early years provision.
- The childminder evaluated an activity with the inspector and discussed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children and assessed the impact this has on the children's learning.
- The inspector held discussions with the childminder at appropriate times.
- The inspector spoke to parents during the inspection and took account of their views.
- Children spoke to the inspector during the inspection.
- 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