

Childminder report

Inspection date: 12 August 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are very happy, well-settled and confident in the care of the nurturing and attentive childminder. Older children confidently introduce themselves and warmly invite new visitors to join their play. Younger children confidently go to the childminder for cuddles and reassurance when needed. The childminder creates a curriculum that is designed to promote children's life skills and a love of learning. Activities and experiences are thoughtfully planned around children's interests and individual next steps. For example, children show high levels of engagement as they spin droplets of paint on paper, in a salad spinner. They open the lid in anticipation to see their creation. They clearly describe what has happened 'The red and yellow has turned orange'. The childminder extends this by encouraging children to explore mixing a range of colours. This helps all children make good progress and are well prepared for their eventual move to school.

The childminder reads to children with immense enthusiasm and intonation. Children develop a love of books and stories. They act out some parts of the story, for example, they use a toy bear to show 'over' 'under' and 'through' during a popular story, developing an awareness of mathematical concepts. The childminder reinforces positive behaviour with plenty of praise and encouragement. Through play, children learn to share and take turns with gentle support and consistent reminders from the childminder. Children behave well.

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

- Children develop their independence through daily routines, building the self-care skills they need for school. They begin to understand how to keep themselves healthy. For instance, they know why handwashing is important and that they need a hat and sun cream in warm weather.
- Overall, the childminder effectively supports children's communication and language development. She engages children in meaningful conversations about their play and introduces new vocabulary, such as 'prickly' when exploring herbs in the garden. However, at times, the childminder does not model the correct pronunciation of words that children use, to build on their early speaking skills.
- The childminder helps children to learn about feelings and emotions during everyday routines and stories. For example, children move their photo on the 'feelings board' to show if they feel 'happy' or 'sad'. In stories, the childminder talks about the characters feeling 'sad'. However, the childminder does not explain what these feelings mean or ask why the children might feel this way. This means children miss chances to understand their emotions better and talk more about how they feel.
- Outdoor learning is rich and purposeful. The childminder plans opportunities for children to engage with the natural world around them. Children enthusiastically

use magnifying glasses to closely examine mini beasts such as ladybirds, carefully counting their spots and describing what they see. They actively recall and connect previous learning experiences, such as remembering where 'wriggly' worms were found during earlier explorations.

- The childminder completes accurate assessments of children's progress. She uses the information to identify children's next steps and provides activities to support these. For example, children use play dough to strengthen their muscles ready for early writing. They experiment with different ways to manipulate the dough, rolling and flattening it to make shapes. Where children attend other settings or move on to new settings, the childminder shares information with the setting about children's progress. This provides continuity of care and learning.
- Parents are complimentary and speak highly about the childminder and the quality of education and care their children receive. They value the regular outings which help develop children's social skills and broaden their experiences. The childminder takes children on local nature walks and visits places such as the local cafe and the library. She teaches children how some cultures celebrate special events in their lives. Children begin to understand features of their own community and the cultural diversity of the world in which we live.
- The childminder provides strong support for children with special educational needs and/or disabilities (SEND). She is committed to helping each child reach their full potential. Regular meetings with parents and external professionals, such as Speech and Language Therapists, ensure that support is tailored to meet each child's individual needs. The childminder also enhances her practice through relevant training, including a course focused on supporting children with SEND.

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:

- focus more precisely on developing children's communication and language skills, particularly ensuring clear and accurate pronunciation to strengthen early speech development
- enhance children's emotional understanding by encouraging them to explain why they feel a certain way, helping to build their emotional vocabulary and self-awareness.

Setting details

Unique reference number	EY292024
Local authority	Nottinghamshire County Council
Inspection number	10399492
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	2 to 5
Total number of places	6
Number of children on roll	5
Date of previous inspection	4 December 2019

Information about this early years setting

The childminder registered in 2004 and lives in Clipstone, Nottinghamshire. She operates all year round from 8am to 4pm, Monday to Thursday, except bank holidays and family holidays. The childminder holds an appropriate qualification at a level 3. She provides government-funded early education places for children aged from nine months to four years.

Information about this inspection

Inspector

Tracy Hopkins

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision.
- The childminder discussed the curriculum and learning intentions for children with the inspector. The inspector viewed the areas used for minding.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents left written feedback for the inspector. Their views were taken into consideration.
- The inspector and childminder evaluated an activity together.
- The inspector looked at key documentation, including policies and procedures that support children's learning and welfare.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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