

Childminder report

Inspection date: 7 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 benefit from the childminder being calm and caring with them. This results in children developing positive attitudes in their play. When younger children struggle to fix a toy gate on small world toys, the childminder offers suggestions and uses hand-over-hand support. This helps children persevere. They say, 'thank you' to the childminder for helping them. Children receive plenty of praise from the childminder for their achievements, helping to raise their self-esteem.

Children learn how they can keep themselves safe. For instance, the childminder talks to them about stranger danger and road safety. Furthermore, older children listen to the childminder read stories to them about how they can keep themselves safe when they use the internet at home.

Children learn about different occupations. For instance, the childminder helps children to identify when refuse lorries and workers pass by her home, explaining to children their role. Furthermore, children show their imagination when they take toy animals to see a pretend nurse to make them better. Children develop their mathematical knowledge. The childminder helps them learn about opposites, such as outside and inside, and loud and quiet. In the garden, children use their knowledge of opposites when they decide whether they want the childminder to push or pull them when they ride in toy vehicles.

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

- The childminder's curriculum focuses on what individual children need to learn next. This includes supporting children's communication and language skills. For instance, the childminder models how to put two words together to support younger children's early speaking skills. She repeats sentences that older children say, helping them to hear the correct pronunciation of words.
- Before the childminder takes children to visit places of interest in the community, such as farms, she prepares children emotionally for what they will encounter. This includes planning activities for children to learn the names of farm animals and the noises they make. Children are supported to understand the experiences they will take part in at the farm, such as feeding sheep and holding rabbits.
- Children have experiences to be physically active. They join the childminder to do exercises, such as stretching their bodies and running on the spot. The childminder offers children nutritious breakfasts and snacks. These strategies contribute to supporting children to be healthy.
- The relationship the childminder has with children creates a positive and respectful culture. For instance, she reminds children to use good manners, such as when children receive toys from their peers. Older children are keen to help the childminder to tidy away toys and resources. The childminder asks younger

children to put specific toys away, helping them focus and understand what is expected of them.

- The childminder provides children with experiences in their local community. For instance, they go with the childminder to groups to meet and interact with children of similar ages, helping develop children's social skills. However, the childminder has not supported children to learn about their own diverse backgrounds, such as languages they speak at home and traditions from their home countries. This does not allow children to consider or celebrate the similarities and differences between their own and others' experiences.
- The childminder completes training courses to develop her knowledge of how to promote children's care and learning. Recent training extends her knowledge of how to support children's oral health, such as not to clean their teeth too regularly throughout the day. Therefore, she no longer supports children to clean their teeth in her care. Instead, she talks to parents about ensuring that children clean their teeth twice a day at home.
- The childminder works well in partnership with parents. She shares children's assessment records with parents and asks them to contribute their knowledge of their children's abilities at home. However, partnership working with other early years settings children also attend is not as effective. The childminder does not share or gather information from these settings about children's abilities and achievements to support consistency for all children's learning.
- The childminder failed to notify Ofsted of changes to her circumstances. However, this does not have a negative impact on her ability to support children's care and learning.

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:

- support children to learn and share their own and others' experiences of different home languages and cultures
- share and gather information with other early years settings children also attend.

Setting details

Unique reference number	EY340993
Local authority	Nottinghamshire County Council
Inspection number	10407553
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	13 January 2020

Information about this early years setting

The childminder registered in 2006 and lives in West Bridgeford, Nottingham. She operates all year round from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for children aged nine months and upwards. The childminder holds an appropriate level 3 qualification.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- The childminder and inspector completed a learning walk 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 spoke to and interacted with the inspector during the inspection.
- The inspector and childminder carried out a joint evaluation of an activity.
- The inspector held discussions with the childminder and 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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