

Childminder report

Inspection date: 15 January 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children benefit from the nurturing and enthusiastic interactions the childminder has with them. This helps children develop a strong sense of security. The childminder is committed to developing strong relationships with parents and their children from the moment she meets them. She collects photos from parents and creates individual family albums for children. She uses these and points out similarities and differences in their families. Children see these photos and smile, which helps them to feel comfortable and safe, so they can learn confidently.

Children benefit from a language-rich experience when in the childminder's care. The childminder narrates skilfully and fluently with children throughout the whole time they attend. This supports all children to build their vocabulary and communication skills, even from a very young age.

Children learn specific steps to keep themselves safe. The childminder practises with children, from a young age, to evacuate her home. She uses consistent, clear instructions. Children show their embedded understanding as they explain that if they hear the childminder call 'fire', they go to the door, walk out and meet on the path at the end of the driveway.

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

- The childminder devises and implements an ambitious curriculum for all children. She uses her expert knowledge of child development and how to support children's learning to build on what they already know and can do. For example, the childminder appropriately incorporates mathematics into her interactions and introduces young children to numbers. While young children explore a stacker toy, the childminder slowly takes hoops off one at a time and counts them. She passes hoops to young children and pauses, giving them time to respond. Young children begin to understand the game, and they pass their hoop back and make a sound to join in with counting.
- The childminder is highly skilled at picking up on very young children's non-verbal communication. She watches their body language and instantly responds. For example, when young children eat strawberries, they pull faces, and the childminder responds to this non-verbal cue. She describes the face they pull and extends their vocabulary further by using descriptive words such as 'sour' and 'juicy'. Very young children show their excitement as the childminder uses new language; they kick their legs and wave their arms.
- The childminder values children's voices, even when they are non-verbal. She responds to all sounds children make and uses these as an opportunity to develop their interaction skills. For example, the childminder positions herself in front of children to maintain eye contact and listen to them. When young

children babble, the childminder copies the sounds. She extends this further and adds in movement. The childminder moves her body up and down and pauses while she maintains eye contact. This gives young children time to copy. Children giggle as they take it in turns to move up and down and make sounds with the childminder.

- The childminder expands children's non-verbal communication to develop their understanding of sounds in the environment. For example, when a household piece of equipment makes a sound, the childminder notices young children turn their head as they hear it. She instantly stops and follows the child's attention. She joins in with the wonder; she changes the tone of her voice to interest children and says, 'What's that?' She then extends their understanding and tells them it is the dishwasher and says, 'Beep, beep, it's finished.'
- The childminder knows children extremely well and supports them to develop a willingness to try. For example, every time she notices young children about to crawl, she offers her hand out to encourage them to stand up and further their physical skills. Young children are keen; they stand up, take the childminder's hands and begin to take steps around the room together. The childminder supports children's confidence in their own skills to excel. She praises children frequently when they attempt to get up. In a short space of time, this develops young children's confidence to choose to stand unaided, rather than crawl.
- The childminder works closely with parents. She values their input to enhance children's learning and how parents can give information, so she can provide bespoke care and support for their children. Parents comment on how well the childminder interacts with their children, which helps their children to settle 'remarkably well'. Parents notice how rapidly their children develop since starting to attend. They receive frequent and high-quality communication from the childminder, which helps them to feel fully engaged in their children's learning and how they can further this at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY350162
Local authority	Nottingham
Inspection number	10367406
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	0 to 9
Total number of places	3
Number of children on roll	13
Date of previous inspection	7 February 2019

Information about this early years setting

The childminder registered in 2007 and lives in Nottingham. She operates all year round, from 7.15am until 6pm, Monday to Friday, except for bank holidays. The childminder holds a childcare qualification at level 3. The childminder offers funded early education for children aged between nine months old and four years old.

Information about this inspection

Inspector

Alice Anders

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- Parents shared their views of the childminder 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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