

Childminder report

Inspection date: 18 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	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy learning in the outdoors through regular visits to their local woods. They follow the childminder's rules to keep safe in the outdoors. For example, children walk alongside the childminder and stay within the enclosed woodland area. The childminder also talks about road safety when near the road. Children behave well and are learning to keep safe in the local community.

Children build on what they know and can do, supported by the childminder. For example, the childminder talks about where pumpkins grow when children explore them. She further shares ideas of what they could make with pumpkins such as pumpkin pie and soup. Later at the childminder's home, children role play making pumpkin soup with their friends. Children learn about the names of different fruit using new vocabulary in their play. Further to this, the childminder adapts her methods of communication to ensure that children with special educational needs and/or disabilities (SEND) are able to understand and fully participate in activities. For example, by using simple words and gestures. All children develop their communication and language skills well, including those children with SEND.

The childminder ensures that children's needs are promptly met and notices when children are feeling tired. She swiftly responds to settle them. Children form a positive bond with the childminder. Children confidently access the indoors and outdoors.

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

- Children develop their communication and language skills well. The childminder comments, questions and introduces new words. For example, when children explore parts of a flower, the childminder names the flower 'Gerbera.' This broadens children's vocabulary and understanding of different types of flowers.
- The childminder plans activities based on the needs of the children, supporting their next steps in learning. For example, children carefully hammer golf tees into pumpkins developing their hand-eye coordination. However, the childminder does not consistently adapt activities to match the learning needs of younger children. For example, very young children show an interest in participating but find some activities hard to access. This means not all children can access the planned learning opportunity.
- The childminder identifies gaps in children's learning through accurate assessments. When children require additional support, she implements plans tailored to meet each child's individual needs. She also works in close partnership with outside agencies to ensure that each child, including children with SEND, make good progress from their individual starting points.
- Children have many opportunities to practise their physical skills both indoors

and outdoors. Children develop their larger muscles. They climb, jump in muddy puddles and push to swing on hammocks. Children also develop their smaller muscles to support early writing skills. Children pull when using syringes and squeeze to spray water at trees. Children's physical development is well promoted.

- The childminder prioritises building children's independence to be ready for their next steps in learning. Older children put on their own puddle suits and wellies ready for outdoor play. Children show pride in their achievements, proudly exclaiming, 'I did it.' Further to this, the childminder models how to succeed and encourages children to have a go when faced with difficulty. This also builds children's resilience.
- Children understand the expectations of the childminder. For example, alongside the childminder, children work together as a team to tidy the toys away to where they belong. Children are becoming more responsible. The childminder also embeds routines which children follow. Children wash their hands and sit to eat for snack. Consistent routines help children feel safe and secure.
- Parents receive updates on their children's progress and development. Further to this, the childminder shares strategies and advice to support children's development at home. She shares advice to support children's emotional well-being at home. Parents and the childminder work collaboratively to support children's learning. Additionally, the childminder shares information with schools. This supports a positive transition.
- The childminder is passionate about her role and proactively develops her continuous professional development. Since her last inspection the childminder has qualified as a Level 3 Early Years SENCO and Level 6 Paediatric Sleep Practitioner, and has undertaken other training, such as supporting babies to settle. She is currently undertaking a Level 3 Forest Practitioner qualification. Her ongoing continuous professional development has strengthened her ability to meet individual children's needs. Overall, this improves the education and care she has to offer.

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:

- adapt learning opportunities to help meet the needs of younger children and help them make even greater progress.

Setting details

Unique reference number	EY366325
Local authority	Nottinghamshire County Council
Inspection number	10399866
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	18 December 2019

Information about this early years setting

The childminder registered in 2008 and lives in West Bridgford, Nottingham. She operates all year round from 7.30am until 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amy Johnson (EM)

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- 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 inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting 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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