

Childminder report

Inspection date: 26 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 greeted warmly when they arrive. Those who are unsettled lay their head on the childminder's shoulder to receive cuddles of reassurance from her. This helps them to settle quickly and feel secure in her care. Children are supported to be emotionally prepared for changes they face in their lives, such as when new siblings arrive. The childminder gives them dolls to play with and talks to children about the changes that will happen.

The childminder provides children with toys and equipment to learn about different occupations. Children explore the role of a builder as they use their imagination to investigate pretend drills with wood. Children are physically active. They show excitement to play with balloons and anticipate when a balloon comes near them so they can hit it high in the air. The childminder encourages children to play cooperatively, such as to hit the balloon to each other. Children listen and follow her instructions. Children have experiences to develop their literacy skills. Older children confidently use chalk to make marks on gates, explaining they are writing the letters in their name. Younger children copy the childminder as she plays alongside them to model how to make marks using the chalk.

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

- The childminder is a good role model for children. She is calm and caring towards others, which is reflected in the way children care for each other. For example, older children fetch younger children their shoes in preparation for going outdoors. Children give their peers cuddles when they see them upset.
- The childminder focuses her curriculum to help children learn skills for the future. This includes encouraging children to complete tasks on their own. Children fill jugs with water and pour it into a bowl to wash their hands prior to eating, promoting hand-hygiene routines. They follow the childminder's instructions to find towels to clean equipment in the garden when it is wet.
- The childminder introduces children to the concept of numbers, such as how to recognise numbers and to count. As children move downstairs with the childminder, she counts the number of steps they take. Furthermore, when children take an interest in a game with written numbers, the childminder helps children to understand what numbers come next.
- The childminder supports children to learn how healthy and nutritious food is grown. Children help her to plant and grow fruit and vegetables in her garden and allotment. They help the childminder to harvest the food, often eating it for a snack, such as fresh peas.
- Children have experiences to learn how to keep themselves safe. For instance, the childminder practises fire drills with children in her home regularly, helping them to learn how to evacuate the building safely. Furthermore, information

about internet safety is shared with parents. The childminder talks to children about how they can keep themselves safe when they use the internet, such as not giving information or talking to strangers.

- The childminder encourages children to think and respond when she asks them questions. For example, when she shows children photos of previous events, the childminder asks children to remember where they went and who was there. However, sometimes, the childminder does not support children to hear the correct pronunciation of words. This may confuse children and hinder their developing language skills.
- When children move on to school, the childminder shares information about children's learning with teachers. This is to help teachers to be prepared for children in their class. However, this partnership working is not as effective with all the other early years settings children also attend. The childminder does not share or gather information about children's care and learning to help her provide consistency in their development.
- The childminder liaises with parents and carers to help her reflect on the provision she offers children. Recent changes, from parents' comments, include giving children more responsibility when she takes them to her allotment. This results in asking children to help her build a wildlife pond to develop their understanding of nature.

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:

- use the correct pronunciation of words to support children's developing language skills
- strengthen partnership working with other settings children also attend to help promote consistency in their care and learning.

Setting details

Unique reference number	EY369496
Local authority	Nottinghamshire County Council
Inspection number	10407872
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 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	21 January 2020

Information about this early years setting

The childminder registered in 2008 and lives in Jacksdale, Nottingham. She operates all year round from 8am until 5.30pm, Monday to Thursday, except for bank holidays and family holidays. She provides funded early education for children aged from nine months 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 with the inspector during the inspection.
- The inspector and childminder carried out a joint evaluation of an activity in the garden.
- The inspector held discussions with the childminder and reviewed a sample of documentation.
- 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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