

Childminder report

Inspection date: 6 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

The childminder supports younger children to develop new skills. For example, she models using words which children begin to copy, helping to build on their vocabulary. Older children remember past events, such as seeing flamingos on the television. They copy the childminder when she shows them how to stand on one leg as they pretend to be a flamingo. This contributes to developing children's balance and coordination.

Children show confidence in the childminder's home. They are happy and show curiosity in their play. Children investigate how different objects dipped in bubble mixture create different shapes and sizes when they move the objects in the air. The childminder offers ideas, such as using rackets to create bubbles. Children show excitement when this creates lots of little bubbles. They say it looks like snow.

Children snuggle beside the childminder on the sofa to listen to stories. They answer questions about images they see on the pages. Children finish saying some phrases in the familiar stories. The childminder uses different tones in her voice when she reads. This helps to capture children's attention and focus. When children ask for stories again, the childminder asks them to find props that help them to re-enact and follow the story. The childminder asks older children to pass some of the props to younger children, encouraging sharing and enabling all children to take part in the storytelling.

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

- The childminder helps children to be emotionally ready for their move on to school. For instance, she talks to children about their new teacher's name, what they will be doing at school and their experiences of visiting the school they will attend. Children remember playing in a kitchen area and say that they will play with blocks.
- The childminder attends webinars and completes training courses to keep her knowledge of childcare current. This includes building on her understanding of how to promote children's safety when they eat. For instance, she ensures that children are in appropriate chairs, there are no distractions and she cuts food into small pieces to help avoid children choking.
- The childminder's curriculum includes helping children to develop their knowledge of events throughout the year, such as summer. This includes providing children with experiences to build sand castles, engage in water play and talking about holidays. When children talk about holiday destinations, the childminder shows children a globe of the world and helps them to identify the country they will be visiting. These discussions help children to learn about

similarities and differences between themselves and others.

- The childminder offers children nutritious snacks to promote healthy eating. She helps children to understand how some foods can impact positively on their bodies. Additionally, the childminder helps children to learn how to care for their teeth. For instance, she reads stories to children about visiting a dentist and provides experiences for them to practise brushing dirty marks off pretend teeth.
- The childminder is a good role model for children. This results in children playing cooperatively together. For instance, children invite the childminder to play games with them. During a game of hide and seek, the childminder helps children learn how to take turns to count and hide objects in the garden. Children use their thinking skills to identify different coloured objects when they play 'I spy with my little eye' games.
- Children make independent choices in their play and follow their interests. They are keen to join activities the childminder plans for them. However, sometimes, the childminder does not support older children to build on what they already know and can do. For example, when she wants older children to develop their scissor skills, she does not support them to do this. Furthermore, occasionally when the childminder holds discussions with older children, she finds out what they know already but does not help them to build on their knowledge.
- The childminder talks to parents daily about activities children enjoy and their achievements. She supports parents to continue their children's learning at home, such as to borrow books to read stories to them. This contributes to children's language and literacy skills. Parents comment positively about the childminder and describe how she has played an instrumental role in their children's development.

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:

- strengthen interactions to help older children build on what they already know and can do.

Setting details

Unique reference number	EY396538
Local authority	Nottinghamshire County Council
Inspection number	10407359
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	7 January 2020

Information about this early years setting

The childminder registered in 2009 and lives in Kimberley, Nottingham. She operates all year round from 7.30am until 5.30pm, Monday to Thursday, except for bank holidays and family holidays. She provides funded early education for children from the age of nine months old. 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 carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She 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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