

Childminder report

Inspection date: 24 March 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 creates excellent relationships with families from the moment they start. She plans the transition process well, gathering detailed information about children to help them to settle with ease. The warm and affectionate bonds between children and the childminder are clear. She recognises when children are tired and gently settles them to sleep. She ensures they have their own comforters and quietly sings them a nursery rhyme before leaving children settled to fall asleep. The childminder supports children's well-being effectively.

Children make good progress in their learning and development. The childminder provides activities that builds on what children already know. She is reassuring and plays alongside children. For example, as babies explore pop up toys, the childminder models how to insert the shapes and prompts babies to have a go by saying, 'ready, steady'. The childminder claps and cheers, offering praise when babies get the shapes in the correct hole, developing their confidence. Babies join in clapping and say, 'more' to have another go, showing a positive attitude to their learning.

Children behave well and the childminder has high expectations for them. For example, the childminder encourages children to put books back in the bookshelf when they are finished. She helps children to understand that if they leave books on the floor, they may slip over the book and hurt themselves. This helps children to understand why the rules and boundaries are in place.

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

- Overall, children's personal development is supported well. For example, the childminder provides children with healthy foods and regular exercise. She consistently supports children to wash their hands after using the toilet and before eating. However, the childminder does not help children to develop their knowledge of the benefits of following good hygiene practices and making healthy food choices.
- The childminder offers a range of activities to support children's development. However, she does not always consider younger children's interests when planning adult-led activities. This results in younger children becoming frustrated and disengaged from learning. Therefore, children are not fully benefiting from the learning experiences on offer.
- The childminder has developed effective partnerships. She ensures parents are kept informed every day about how their child has been, the activities they have enjoyed and what they have learned. Parents are encouraged to share what their child is interested in at home. Furthermore, the childminder maintains contact and shares information with other setting that the children attend.

Regular sharing of relevant information contributes to children receiving a consistent approach to their care and learning.

- The childminder provides children with a broad and challenging curriculum. While children are developing their fine motor skills, such as using pens to make marks, they notice birds through the window. The childminder demonstrates effective teaching to help challenge children to recall their previous learning as they identify and name individual birds. These interactions help to embed children's learning.
- Children are developing a love for books and become absorbed in engaging story sessions. The childminder pauses when reading the story and children fill in the missing words. When the story is finished, the childminder goes back to the first page and asks children questions about the story on each page. This helps to support children's early language and literacy skills as they recall events in the story and repeat words and familiar phrases.
- The childminder provides children with many opportunities to develop their physical skills, as they thoroughly enjoy their time in the childminders garden. Older children develop their imagination and creativity as they make food for their toy animals. They mix mud, water and leaves. Children develop good hand-eye coordination skills as they carefully transport the mixture down the steps to the grass area. Younger children learn how to balance and improve their core strength as they move across stepping stones, holding the childminders hand.
- The childminder understands the importance of keeping her knowledge up to date. She works in partnership with other childminders and organisations to identify any training that will improve her practice and support children more effectively. For example, she has implemented a range of strategies following recent training to support children's communication and language 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:

- support children further to understand the benefits of following good hygiene practises and making healthy food choices
- focus more on younger children's interests when planning experiences, to ensure learning opportunities are engaging and motivating.

Setting details

Unique reference number	EY407051
Local authority	Nottinghamshire County Council
Inspection number	10376190
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 11
Total number of places	6
Number of children on roll	13
Date of previous inspection	21 May 2019

Information about this early years setting

The childminder registered in 2010 and lives in Tollerton, Nottingham. She operates all year round from 7.45am until 5.45pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides government funded early education places for children aged from nine months to four years.

Information about this inspection

Inspector
Kate Francis

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- 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 inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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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