

Childminder report

Inspection date: 13 August 2025

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are supported to regulate their emotions. The childminder shows them strategies to use to help them to be calm, such as to breathe in through their nose and out through their mouth. Children look at books to learn about their feelings with the childminder. They look in mirrors to identify their facial expressions.

Children are supported to keep trying when they find things difficult. For instance, when older children try to use a small key to open a door on a toy, the childminder encourages them to keep trying, explaining it is tricky. This encourages children to persevere.

Children show their imagination through play. They dress in costumes, such as to be fairies. The childminder helps younger children to understand how to use fairy wands kindly, such as explaining how to use them for pretending to make magic and not for hurting others. Children listen and cast a spell to turn adults into sunflowers. Children develop their understanding of cause and effect, such as sinking and floating when they play with water. The childminder asks older children to make predictions about whether toys will sink or float, encouraging them to share their ideas and views. Children have experiences to learn how to play musical instruments. They explore sound and are supported by the childminder to understand about pitch, such as to play the instruments quietly and loudly.

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

- Partnerships with parents are effective. The childminder shares photos of activities children enjoy and how she intends to support their children's learning. Parents can add information to an app the childminder uses to show children's achievements at home. Children take books home to encourage parents to read to them, supporting home learning.
- Stories and books have a strong focus in the childminder's curriculum. Children access books independently and listen well when the childminder reads them stories. Children point to and discuss images they see on the pages and are able to extend their knowledge of books in to real life. For example, when children see ladybirds in books, the childminder shows children how to use magnifying glasses to look at real ladybirds in the garden.
- The childminder has extended her knowledge of how to support children's communication and language skills. This helps her to assess children's communication more precisely to help identify any gaps in learning and how to close these. She introduces nursery rhymes for children to join in singing daily, helping to build on their language skills.
- Children show that they understand and follow routines the childminder implements throughout the day. Older children tell visitors that they need to

wash their hands before they eat because they have germs on them from playing. However, when children join together for mealtimes, the childminder does not fully support younger children to be involved and included to help build on their learning. For instance, she does not help them to be involved in discussions and social interactions with the childminder, her co-childminder and their peers.

- The childminder praises children's achievements, helping to raise their self-esteem. For example, when children join her to sing nursery rhymes, she claps her hands when they have finished. When children play musical instruments, the childminder asks children to tap their shoulders to praise their efforts. Younger children receive a double thumbs up from the childminder when they show good sharing skills.
- The childminder reflects on her practice and identifies ways to promote children's safety. This includes completing a training course to cement her knowledge of how to promote children's safety when they eat. She sends parents information to help them promote their child's safety at home, such as to cut fruit into smaller pieces to avoid choking.
- The childminder promotes children's personal safety and welfare well. For instance, she provides children with privacy when she supports them to use the toilet and change their clothing. Children understand that they need to wear sun cream on hot days and help to apply this themselves. The childminder helps children to learn about road safety and how to evacuate the home in the event of a fire.

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 younger children to be more involved and included during mealtimes.

Setting details

Unique reference number	EY420650
Local authority	Nottinghamshire County Council
Inspection number	10398667
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 5
Total number of places	6
Number of children on roll	4
Date of previous inspection	5 November 2019

Information about this early years setting

The childminder registered in 2010 and lives in Nottingham. She works between her own home and that of her co-childminders. The childminder operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. She provides funded early education for children age nine months upwards. The childminder holds qualified teacher status.

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 and her co-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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025