

Childminder report

Inspection date: 30 July 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 settle quickly with the kind and nurturing childminder. On arrival, they have a designated place to hang their belongings and they put their shoes on the shoe rack. Children register themselves by finding their name card and placing it on the 'Who's here today?' board. They talk about where their friends are and when they will be arriving to play. These routines help children feel safe, secure and confident in the setting.

The curriculum planned for mathematics is well sequenced and purposeful. The childminder uses mathematical language naturally during play. Children confidently name shapes as they post them into shape sorters. The childminder helps children recognise numerals in the environment, such as when they discuss how old they will be on their next birthdays. The childminder enriches children's vocabulary by introducing new words, which children then incorporate into their play. For example, a child asks, 'Can you pass me the spatula so I can make it smooth?' while pretending to bake in the mud kitchen.

The childminder has clear and consistent expectations for children's behaviour. She offers timely reminders for children to use their manners when speaking to visitors. Children routinely say please and thank you during snack time. They learn to share and take turns through games with the childminder. Children demonstrate resilience and perseverance, for example persisting when struggling with zips on their jackets. They show positive attitudes to learning and make good progress.

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

- The childminder completes regular observations of the children during their play. She uses these to assess their progress and identify any emerging gaps in their learning. The childminder plans activities for the children that build on what they know and can do. All children are supported to make steady progress in their learning and are well prepared for their eventual move to school.
- The childminder shares a wide range of books with the children, encouraging a love of stories and reading. She uses songs, rhymes and story sessions to promote children's listening and attention, vocabulary and comprehension. Mark-making resources are readily available, and children are encouraged to use them freely, supporting their early writing skills.
- The childminder supports children's physical development well by taking them on regular outings to the local park, where they can access large play equipment to build strength and balance. In addition, she plans activities purposefully to support children's next steps in learning, such as introducing counting games, number songs and shape recognition to develop mathematical understanding. However, opportunities for children to fully explore aspects of equality, diversity

and the wider community are not yet embedded in the curriculum. The childminder plans the occasional celebrations of cultural events. However, children are not consistently supported to develop an understanding of the diverse world around them.

- The childminder values her ongoing professional development. She actively networks with other local childminders to share good practice and ideas, which helps enhance the quality of her provision. She maintains an up-to-date paediatric first-aid qualification and regularly attends training to keep her safeguarding and early years knowledge current and relevant.
- The childminder encourages children to develop independence from an early age by supporting them with everyday tasks, such as washing their hands, putting on shoes, tidying away toys after play, and chopping food during snack or mealtime preparation. These routines help children build self-help skills and understand healthy lifestyles. However, the childminder does not consistently remind children to wash their hands after using the toilet or before preparing snacks, which means opportunities to reinforce good hygiene habits are sometimes missed.
- The childminder works closely with parents to ensure a consistent and collaborative approach to each child's care and learning. Daily verbal feedback and regular updates keep parents informed about their child's progress and achievements. Parents are encouraged to share information from home, which helps build a full picture of each child's development and interests. Parents value the childminder's care and they comment that she is 'part of the family'.

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 the curriculum by embedding regular and meaningful opportunities for children to learn about equality, diversity and the wider community, so they develop a deeper understanding of the world around them
- reinforce good hygiene practices to support children's health and well-being.

Setting details

Unique reference number	EY439856
Local authority	Nottinghamshire County Council
Inspection number	10408253
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	3
Date of previous inspection	29 January 2020

Information about this early years setting

The childminder registered in 2012 and lives in the Nuthall area of Nottingham. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Tracy Hopkins

Inspection activities

- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- The childminder spoke to the inspector about children's learning and development. The childminder evaluated activities that she implemented.
- The inspector observed the interactions between the childminder and the children. She spoke to the childminder and children throughout the inspection.
- Parents shared their views of the setting with the inspector through written feedback.
- 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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