

Childminder report

Inspection date: 3 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 is kind and caring. She provides a nurturing environment, where children settle quickly and feel safe. The childminder interacts positively with children and values each child highly. She plans activities that she knows will spark their interest. She uses her knowledge of what children need to learn next, as well as their interests, to extend their learning. Younger children are warmly greeted in the morning and their favourite toys are ready. Young children soon start to get busy, investigating and exploring their favourite toys. Children show an impressive, engaged and curious attitude to learning from a young age.

The childminder supports children to develop healthy lifestyles. She provides children with nutritious snacks and ensures that they have daily access to the outdoors, where they can be physically active. Children learn to manage their own personal care needs with support and encouragement.

The childminder has a wonderful approach with children to build up their perseverance and confidence. For example, when children first learn to blow their noses, the childminder offers lots of guidance and encouragement on how to do this and explains the importance of washing their hands afterwards. When children do this independently, she says 'what happens when we keep trying' and children reply back with enthusiasm and a smile 'we get better'. This boosts children's self-esteem and confidence.

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

- The childminder has effective partnerships with parents. She gathers detailed information from parents when children begin at the setting. This enables her to understand children's background, interests and needs from the start. Parents provide positive comments and are happy with the care and support the childminder provides.
- The childminder supports children's language and communication skills through her positive interactions with them. She models new language and provides a running commentary of children's play. Children show that they have a rich vocabulary and they are confident to talk to visitors.
- The childminder teaches children early mathematical concepts. She supports them to learn about size, weight and number. For instance, the childminder helps children construct a rectangle with magnetic pieces. However, the childminder intends for children to build on their knowledge of numbers and counting, but does not always ensure children have secured their knowledge of sequencing small numbers, before moving on to bigger numbers. This means that children do not get the time to fully build on what they already know and gather an in-depth understanding of number.

- The childminder is passionate about helping children to understand about the world around them. Children go on frequent walks into the local environment, such as along the river. The childminder talks to the children about what they notice and explains how plants look different in the different seasons. Children from a young age start to understand about different times of the year.
- The childminder attends training to ensure that she continues to hold the most up-to-date knowledge to support families. She undertakes ongoing reading to influence her practice and shares these with parents. This helps her to continually grow and develop her practice and environment.
- The childminder supports children's developing physical skills. She is vigilant, ensuring older babies safely pull themselves up on furniture and have the space to crawl around to access their chosen resources. This helps babies to develop their core muscles and coordination skills.
- The childminder has good teaching strategies. She uses recall to encourage the children to revisit prior learning. For example, she asks the children if they can remember what the last moon was called. Children excitedly recall it was a wolf moon, because wolves come out in the colder and darker nights. They continue to tell visitors 'it is now a worm moon as it is spring and the worms are now coming out of the soil in the warmer weather'.
- The childminder values preparing children for their future learning. She has carefully thought about the development and skills needed for school, such as developing and refining their small muscles and coordination. However, she has not thoroughly considered how she can support the transition of children into school through, for example, working with local nurseries and schools.

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:

- help children build on what they already know about numbers and counting to ensure they have a solid understanding of using smaller numbers before moving on to bigger numbers
- strengthen the planning and implementation of supporting children's transitions to the next stage of their learning, such as school.

Setting details

Unique reference number	EY439950
Local authority	Nottingham
Inspection number	10368371
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	18 March 2019

Information about this early years setting

The childminder registered in 2012 and lives in Nottingham. She operates all year round, from 8am until 6pm, from Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector
Carly Polak

Inspection activities

- The childminder spoke to the inspector about their intentions for children's learning.
- The childminder and the inspector discussed an adult-led activity the childminder had planned and spoke about how the children interacted with this activity.
- The inspector observed the quality of education being provided, indoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views about the provision and the inspector took account of their views.
- The childminder showed the inspector around her premises and discussed how she ensures that they are safe and suitable.

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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