

Childminder report

Inspection date:

30 July 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The childminder has high expectations of children's behaviour. She fosters a strong sense of cooperation by encouraging turn-taking and sharing. Younger children show positive attitudes in their play. They listen and wait patiently when the childminder asks them to take their turn to play with toys. The childminder implements swift action if children with additional needs require support to regulate their behaviour. This includes, for example, giving them fidget toys. This results in children being calm so they are able to follow routines and engage in play.

Children flourish in the childminder's care. They are offered a wealth of experiences to build on what they already know. This includes helping children to learn how to be kind to animals. Prior to arranging for lambs and cats to visit children in the setting, the childminder shows children how to stroke animals with kindness when she models this with soft toys. This helps to prepare children for learning and helps them to understand how to keep themselves safe around animals.

The childminder offers children highly successful experiences to help them develop an understanding and respect for people and families. For instance, children listen when the childminder reads them stories about their own and other family structures. Children learn about similarities and differences between themselves and others. Books are skilfully used to help children focus during routines. This includes giving children books to look at while they wait for their peers to wash their hands at snack time, making the most of every moment to support and build on children's learning.

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

- Partnership working with parents is exceptional. The childminder invites parents to attend meetings with her to discuss their individual children's needs. She finds out about children's achievements at home and incorporates this into children's assessment records. This helps to give the childminder a thorough understanding of children's abilities when they first start and throughout their time with her. Parents are supported with many opportunities to continue different aspects of their children's learning at home, such as toileting, mathematics and reading stories.
- The childminder has high expectations for all children. She implements a curriculum that focuses on building and closing any gaps in communication and language skills. She uses an additional assessment tool to closely monitor children's communication and language. This helps her to identify children's abilities, progress and smaller targets that are achievable for children. Children make excellent progress in learning from their starting points. Parents comment that their children, over a short period, make significant improvements in their

speaking skills.

- The childminder is highly reflective and committed to continuous professional development for herself and any assistants she works with. She evaluates her own practice and enhances her knowledge through training to improve outcomes for children to the highest level. For example, she has recently completed training courses to deepen her understanding of how to embed mathematics. This includes to count fruit into bowls at snack time and introduce more language to describe quantity and measure when children play with water.
- The childminder implements a thorough recruitment process when employing any assistants. This includes interviewing, obtaining references, following an induction procedure to cover aspects of her provision and safeguarding training. Thereafter, any assistants she works with attend monthly meetings with the childminder to discuss safeguarding case studies to keep their knowledge current. This contributes to all adults working with children having an extensive knowledge of how to promote children's safety.
- The childminder has a deep understanding of how children develop their early writing skills. This starts with her planning activities for children to use their large arm movements before focusing on small-muscle skills. For instance, children listen and follow the childminder's instructions when she asks them to use brushes with paint to make lines from the top of large pieces of material to the bottom.
- Children are encouraged to do as much for themselves as possible. This includes younger children being supported to brush their teeth to promote oral health, feeding themselves and passing items from their lunch box to the childminder for her to put in the fridge. The childminder asks children to carry resources to set up activities, reminding them to walk carefully. This contributes to children having a sense of responsibility and developing their understanding of balance and coordination.
- The childminder supports any assistants she works with, parents and children with their well-being. For instance, she makes available a counselling service that adults can call for support. Furthermore, she offers adults personal items, such as socks, toiletries and books. Children take home a toy bear from the setting, as a link between home and the childminder, to help them feel emotionally secure when they arrive. This helps children to settle extremely quickly.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY464069
Local authority	Nottinghamshire County Council
Inspection number	10408287
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 3
Total number of places	18
Number of children on roll	14
Date of previous inspection	29 January 2020

Information about this early years setting

The childminder registered in 2013 and lives in Worksop, Nottinghamshire. She operates all year round, from 8am to 4.30pm on Monday and from 8am to 5pm on Tuesday, Wednesday and Thursday, except for bank holidays and family holidays. She provides funded early education for children aged nine months upwards. The childminder holds an appropriate level 3 qualification. She works with assistants.

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 a group time with the childminder.
- The inspector held discussions with the childminder and her assistants. The inspector reviewed a sample of documentation.
- 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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