

Childminder report

Inspection date:

5 September 2025

Overall effectiveness	Good
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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 show confidence as they move around the childminder's home. They select toys and resources to promote their interests. The childminder is responsive to children's needs. For instance, when very young children wake from sleeping, she sits with them and talks to them in a calm voice, helping them to wake gradually. Children receive lots of praise and 'high fives' from the childminder to praise their achievements. Older children show kindness to younger children, such as passing them toys to hold. The childminder asks children to take turns when they choose objects from a bag to initiate singing different nursery rhymes.

The childminder supports children to keep trying when they face difficulties in their play. For instance, when younger children struggle to attach toy fence pieces together and ask for help, the childminder shows children and encourages them to persevere. Children learn about their local community as part of the curriculum. The childminder takes them to woodlands and parks. She uses these experiences to help children to engage physically in activities outdoors to support their learning. The childminder takes children to playgroups to help develop their social skills and confidence in interacting with larger groups of children. When children are curious to explore and investigate objects they see and hear, the childminder helps them to work out how objects, such as toy rattles, make noises. Children explain that inside there are balls that 'jiggle'.

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

- The childminder reflects on her practice and identifies improvements. She speaks to other childminders to share and gather ideas about how she can continue to promote children's learning. Recent changes include adding a wigwam in her playroom with cushions inside to provide children with a designated calm space to look at books. This contributes to promoting children's literacy skills and to develop a love of books.
- Children have many opportunities to learn how they can keep themselves safe. For example, the childminder talks to children about road safety, how to be kind to animals, internet safety and how to evacuate her home in the event of a fire.
- The childminder helps children to understand how healthy foods grow. She takes them to an allotment where children help her to plant seeds, water and grow vegetables and harvest the food when it is ready. The childminder finds that children are more open to the idea of trying new foods if they have grown them themselves, helping to expand their diet.
- The childminder's curriculum includes supporting children to learn skills for their move on to school and later life. This includes promoting their independence. Children follow the childminder's instructions when she asks them to carry their drink bottles to different rooms in her home. Children fetch their shoes when

asked. Older children manage to put them on by themselves, and the childminder supports younger children.

- Partnerships with parents and carers are effective. Information is exchanged between parents and the childminder to help celebrate children's achievements. The childminder provides parents with a detailed account of their children's day and how she intends to support their learning. She encourages parents to read to their children at home.
- Overall, the childminder supports children's communication and language skills well. For example, she sings songs with children and helps them to hear the correct vocabulary. However, sometimes, when the childminder asks children questions, she does not give them time to think and respond before she answers the questions herself.
- The childminder provides children with experiences to learn through planned activities and self-chosen play to promote their interests. However, during some planned activities, the childminder does not maintain children's focus and attention. Sometimes, this results in children not engaging and building on their learning.
- The childminder builds on her professional development. This includes developing her knowledge of how to support children with their behaviour. The childminder remains calm when supporting children who struggle to share. She helps children to understand how to play cooperatively. The childminder uses distraction with younger children, which is appropriate for their stage of 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 more effectively to think and respond to questions
- strengthen interactions with children during planned activities to support their focus and attention so they are able to learn more.

Setting details

Unique reference number	EY547520
Local authority	Nottinghamshire County Council
Inspection number	10407414
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	0 to 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	8 January 2020

Information about this early years setting

The childminder registered in 2017 and lives in Worksop, Nottinghamshire. She operates all year round from 7.20am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides government funded childcare for children aged from nine months upwards. She 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 interacted with the inspector during the inspection.
- The inspector and childminder carried out a joint evaluation of an activity.
- The inspector held discussions with the 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.

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