



QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	19 th March 2026	Previous Inspection Date:	7 th February 2024
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The quality and standards of the Early Years provision:	Previous Inspection
	GOOD

Evaluation areas;	Grade awarded
Safeguarding	MET
Inclusion	EXPECTED STANDARD
Curriculum and teaching	STRONG STANDARD
Achievement	EXPECTED STANDARD
Behaviours, attitudes and establishing routines	EXPECTED STANDARD
Children's welfare and well-being	EXPECTED STANDARD
Leadership and governance	EXPECTED STANDARD

What is it like to be a child at this setting

Children are welcomed into this home from home setting, where parents describe the childminder as 'fantastic'. Children develop a secure sense of belonging as they benefit from secure and trusting relationships where the childminder is responsive to their needs.

Children learn a range of skills and develop their knowledge across all areas of learning. The childminder's excellent teaching provides high quality learning opportunities that support children's incredibly quick progress. For example, children learn new words and extend their vocabulary very quickly after beginning at the setting.

Children learn the skills they need in preparation for school. They become increasingly independent as they pour their own drinks, get themselves dressed and carry out personal hygiene tasks for themselves. Additionally, they develop their listening skills well as they engage and listen to a range of stories. They are confident to engage in conversations and ask for help when needed, developing vital skills for their next stage of learning.

Safeguarding

Grade MET

All safeguarding standards are met. This means; the childminder demonstrates a strong knowledge of safeguarding procedures for the setting and knows how to keep children safe. There is a positive safeguarding culture across the setting.

Inclusion
Grade EXPECTED STANDARD
The childminder knows children very well. She gathers information about children when they first start at the setting and this helps her to effectively identify any barriers to learning children may face. Where children are facing barriers to their learning, the childminder ensures this is a focus through her planning and teaching. For example, children who lack access to the outdoors, are provided with opportunities to develop their physical skills and strength. Where children require additional support, the childminder is confident to contact other professionals to gain advice. She understands how to make referrals for children who require additional support and this helps provide children and families with a high standard of care and education. The childminder understands the importance of additional funding and how this should be allocated. She uses funding to best support children's needs and assigns this to specific resources or experiences to help children make steady progress.
Curriculum and teaching
Grade STRONG STANDARD
The childminder's inclusive curriculum offers children the opportunities to develop their skills and knowledge to an extremely high standard. She monitors children's learning closely and plans clear and meaningful next steps for them to work towards. Effective monitoring ensures gaps in children's learning are identified and that barriers to learning, that children may face, are quickly addressed. This means, children continue to learn and develop. The planning of learning opportunities is skilfully tailored to meet children's individual needs. Therefore, children make exceptionally quick progress. The childminder's excellent teaching skills and interactions offer children consistently, high quality learning opportunities that extend and develop their core skills. For example, children learn and develop their language and vocabulary incredibly quickly, learning new words through reading and conversations. Additionally, children thoroughly enjoy reading, listening to stories and developing their comprehension skills. This prepares them incredibly well for their next stage of learning. The childminder focuses on developing children's physical skills throughout the setting. She plans opportunities for children to climb, balance and move over a range of obstacles. The focus on developing children's core strength, makes a noticeable difference to the outcomes they face and their preparation for school.
Achievement
Grade EXPECTED STANDARD



Children demonstrate their independence as they make choices about their play and learning and begin to carry out personal hygiene routines by themselves. For example, children clean their own noses and get themselves dressed for outdoor play. This prepares children well for a large school setting.

Children demonstrate their love of reading as they choose books and listen carefully to the childminder read. Children learn new vocabulary as they hear new words and develop their understanding as they engage in conversations about the pictures they can see. Language development in children, particularly those who face barriers to learning, develops well and enables children to become confident communicators.

Behaviours, attitudes and establishing routines

Grade EXPECTED STANDARD

Children behave exceptionally well together. They join in group play and learning opportunities as well as sitting together to listen to stories with the childminder. Children are encouraged to interact and be respectful towards their peers. They play alongside each other respectfully and share resources. The childminder promotes turn taking and encourages children to wait patiently. This is demonstrated effectively during reading time, as children take turns to choose their books.

The childminder builds warm and trusting relationships with children. They look to her for comfort and reassurance and are confident to ask her for help when needed. This helps children feel safe and secure in the setting.

Children's welfare and well-being

Grade EXPECTED STANDARD

The childminder recognises and validates children's feelings throughout their play, such as, recognising when they are getting tired and providing a calming cuddle for reassurance. Children learn about their emotions, through regular conversations and pictures. For example, different emotions are displayed in the setting. That said, this is not consistently embedded throughout the childminder's practice.

The childminder provides children with healthy home cooked meals every day. Children benefit from healthy foods and learning about the importance of healthy diets and exercise. For example, the childminder engages in conversations regarding the importance of exercise and moving our bodies to stay healthy. However, children do not always develop a deeper understanding of healthy eating, the effects on their bodies and how to make healthy choices.

Children gain a sense of belonging at the setting. They develop warm and responsive relationships with the childminder, where their needs are met effectively. The childminder ensures children are happy by providing comfort and support where needed.



She shares her feelings and experiences with children, helping them to feel a part of a family.

Leadership and governance

Grade EXPECTED STANDARD

The childminder accurately evaluates her setting and identifies where areas of improvement are needed. This means, that children benefit from a high standard of care and education across all areas of learning.

The childminder attends training that enhances the setting in some areas of practice. For example, she has recently attended a conference that has supported her teaching of early mathematics. However, she does not meet the SCA training requirements and can benefit from developing her own knowledge and skills to strengthen the teaching and quality of care and education she provides in all areas.

The childminder develops secure and trusting partnerships with parents and other professionals. She shares relevant information to support consistency in children's learning. Two-way conversations support the childminders practice effectively, giving her ample information to support children's learning and development well.

Prioritises for Improvement

Children's welfare and well-being

Grade EXPECTED STANDARD

Next step - The childminder should further develop children's understanding of healthy eating and the impact this can have on their body.

The childminder should further develop her teaching practices to ensure children develop a deeper understanding of emotions.

Leadership and governance

Grade EXPECTED STANDARD

Next step - The childminder should attend further training to strength her own skills and knowledge.



Name of Childminder	Kimberley Fox
Registration Number	SCA170129
Type of Provision (CM at home/50% non-domestic premises)	Childminder at home
Registers (Early Years, Compulsory, Voluntary Childcare?)	All
Local Authority	Nottingham
Childminder Agency Inspector	Vikki Reynolds
Date of previous Inspection	7 th February 2024
Number of children on roll	5

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