

Childminder report

Inspection date:

14 February 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are happy, safe and settled at the childminder's home. They enjoy playing with pretend food and finding resources and toys that interest them. Children enthusiastically make Valentine's Day cards and confidently use a variety of mark-making resources to decorate their cards. Children learn to behave well and are encouraged to be independent with their self-help skills. For example, the childminder encourages children to take themselves to the toilet and wash their hands. The childminder talks to children in a calm manner and is attentive to their needs, which supports their emotional well-being.

However, the childminder does not plan and deliver a curriculum that supports what children need to learn next. Children are not always engaged in planned, purposeful play. Although there are a variety of resources available, children's learning is not well supported or extended. The childminder does not give children opportunities to use and further develop their communication and language skills. For example, as children make pretend pizzas, the childminder does not consistently encourage children to share their thoughts and talk about the pizza they have made. Parents talk about the warm welcome the childminder provides for their children. However, the childminder has not provided them with information about what their children need to learn next. The childminder does not source adequate training for any assistants he works with to ensure they have a good knowledge of how and what children need to learn.

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

- The childminder creates a welcoming, home-from-home environment and wants children to be happy. However, he does not have a secure understanding of how to plan and implement a progressive curriculum effectively. He does not have a secure knowledge of what children need to learn next or provide activities that match children's learning needs. For example, the childminder tries to teach young children letter names and provides writing for them to copy. This is not age or stage-appropriate for the children who attend.
- The childminder offers children some support to develop their communication and language skills through modelling language as they play. However, the childminder does not ensure the children consistently use language. For example, at story time, children watch a programme on the television. This limits their opportunity to talk about the story and share their thoughts and opinions.
- Parents speak positively about the childminder and say he is caring and welcoming. They talk how quickly their children settled when they first started attending. Parents say their children love attending and look forward to the days they spend with the childminder. They feel informed about what their children enjoy playing with while they are with the childminder. However, the childminder

does not inform parents about what their children need to learn next or how they can support this learning at home.

- The childminder is keen to undertake training to continue to improve his knowledge and understanding. However, he does not provide effective coaching, support or training for any assistants he works with to support professional development. Consequently, children do not receive consistent support for their learning.
- Children behave well and enjoy each other's company as they play. Older children share and take turns in their play. They enjoy choosing activities and understand they have to all have a turn to choose what they do next. The childminder reminds children about safe behaviours, such as sitting down to eat and not running indoors.
- Children regularly visit parks and other places of interest. The childminder provides healthy home-cooked meals for children. He ensures the children benefit from daily exercise, which promotes their physical skills, health and well-being. For example, children enjoy a yoga session with the childminder and actively engage in copying the positions and talking about stretching their muscles.
- The childminder supports children to learn how to keep themselves safe. He reminds children to take care when moving their bodies to music so that they do not bump into friends. Children are reminded of the importance of picking up the toys from the floor so their friends do not trip over them. Older children are given the responsibility to use ceramic crockery and metal knives and forks. The childminder reminds them about keeping the bowls safely on the table as they might break if dropped. He supervises children well throughout the day to ensure children's ongoing safety.

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 meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
plan and deliver a broad curriculum including all areas of learning that builds consistently and securely on what children already know and can do	14/03/2025

improve the support provided to develop children's communication and language skills more effectively	14/03/2025
improve parental partnership to help parents support their children's learning at home	14/03/2025
ensure any assistants you work with are provided with the coaching, support and training they need to enable them to support children's learning.	14/03/2025

Setting details

Unique reference number	2695900
Local authority	Nottingham
Inspection number	10368318
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	3 to 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Aspley, Nottingham. He operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides places for children in receipt of government funding. He works with an assistant.

Information about this inspection

Inspector

Lianne McElvaney

Inspection activities

- The inspector observed a range of play activities in the childminder's home. She considered, with the childminder, the impact of teaching on children's learning and development and discussed children's progress.
- The inspector and childminder completed a learning walk around the setting. They discussed how the environment is organised and curriculum planned to support children's learning. The inspector took account of how the childminder completes risk assessments to ensure that children remain safe.
- At appropriate times during the inspection, the inspector spoke to the children and the childminder. She also took account of the views of parents. The inspector observed the quality of interactions between the childminder and the children attending.
- A sample of documentation that supports the effective management of the childcare was viewed by the inspector. This included evidence of qualifications, the suitability of the childminder and other household members, and a sample of policies.

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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