

# Childminder report

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Inspection date: 18 August 2025

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## What is it like to attend this early years setting?

### The provision is good

Children are supported to have a sense of belonging in the childminder's care. They look at photos of themselves and their peers in her home. When they do this, the childminder encourages children to talk about people they know and outings they remember going on with her. Children take responsibility for completing tasks by themselves. This includes children having time to put on their shoes. Younger children receive encouragement from the childminder as she describes what they need to do, such as to 'push' when putting their feet into shoes. Older children receive praise when they remember to put their shoes on the correct feet, helping to reward their achievements.

The childminder's curriculum supports children to have plenty of experiences to be physically active. Children copy the childminder as they move their bodies in different ways to form yoga poses. They receive praise from the childminder as they hold out their arms, jump and reach up high, helping to raise their self-esteem and confidence. This is further promoted through action rhymes, such as when the childminder asks children to recognise different body parts when they sing a song. Children show excitement when the childminder asks them to do the actions faster, helping them to learn the concept of speed.

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

- When children attend for settling-in sessions prior to starting, the childminder stays in her home instead of going to toddler groups. This helps children to become confident in their new surroundings before venturing away from the home. Children are provided with toys that interest them and bring comforters from home. This helps children to settle into the childminder's care.
- Children are supported to understand feelings and emotions. For instance, older children give the childminder images of different facial expressions and ask her how she is feeling. The childminder answers honestly, helping children to understand why she feels a particular way. Children tell the childminder that they feel confident.
- The childminder keeps parents informed about their children's day and how she intends to promote their learning. Parents appreciate the information they receive and say that the childminder is always approachable and responsive.
- The childminder gives children gentle reminders to show positive behaviour and rewards them when they do. For instance, children receive praise when they listen and follow her instructions to find images hidden in the garden. The childminder reminds children to use good manners, such as during mealtimes.
- Overall, the childminder supports children's language skills well. She reads them familiar stories and sings nursery rhymes with children. However, during some daily routines, the childminder does not reduce distractions to further encourage

children's communication skills. For instance, when children eat their snack, they want to watch the television instead of answering the childminder's questions.

- If children also attend another early years setting, the childminder shares information about their care and learning with staff. This helps to provide consistency in the level of care they receive. This includes the childminder providing a consistent approach with other early years settings to support children with toileting.
- The childminder extends her professional development. This helps her to gather ways of providing a curriculum to promote all areas of learning. This includes introducing more mathematical language. For example, when children fill plant pots with soil, the childminder helps them to learn about size, such as 'big' and 'small', when they scoop the soil.
- Children show initial excitement to join in activities the childminder plans for them. However, sometimes, the childminder does not help all children to remain focused so they benefit fully from the learning intention. For instance, when the childminder wants children to understand the impact of healthy foods on their bodies, children disengage and follow their own interests.
- The childminder listens to the views of children when she reflects on her practice. For instance, children ask to visit places in the community, such as museums. The childminder listens to their views and takes them to museums, helping children learn about different animals. This creates a positive and respectful culture where children's comments are valued.

## 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:**

- reduce distractions during daily routines to provide further opportunities for children to communicate
- support all children to focus during planned activities to help them benefit from the learning intention.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2726206                                                                           |
| <b>Local authority</b>                             | Nottinghamshire County Council                                                    |
| <b>Inspection number</b>                           | 10398652                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 8                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 7                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2023 and lives in East Leake, Loughborough. She operates all year round from 7.30am until 6.30pm, Monday to Thursday, except for bank holidays and family holidays. She provides funded early education for children age nine months upwards.

## 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 and childminder carried out a joint evaluation of an activity in her garden.
- 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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