

Childminder report

Inspection date:

22 July 2025

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children's safety is promoted well by the childminder. When he walks with children in the street, the childminder ensures that children walk on the inside of him, which is farthest away from the road. Children are reminded to hold onto the childminder's hand when they cross roads. When children access apparatus at the park, they are supervised well, such as when they access larger equipment.

Children make choices about what they want to do with the childminder. This includes taking children to the park. At the park, children show their upper body strength as they sit and hold onto rope. They ask the childminder to push the equipment around, making them go in a circle. When children ask if they can dangle from the rope, the childminder explains that they can do this if he slows down pushing the equipment. This helps to promote their safety but allows them to take and manage risks in their play.

Children play cooperatively together when they play games with their peers and the childminder. The rules and boundaries are explained to children, helping them understand how to play. Children listen and follow the childminder's instructions in the game, such as to stand on one foot and to pat their head and rub their tummies at the same time.

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

- When children first start attending, the childminder invites parents and children to look around his home. He finds out about children's interests and provides for these, helping children to settle and feel emotionally secure in his care. This includes taking children to the park and in his garden for physical exercise.
- Children are encouraged to try different foods to expand their diet. This includes the childminder offering children kiwi fruit to try. When children taste kiwi fruit, they ask for another piece, showing their willingness to try something new. When children receive food, the childminder gives them gentle reminders to use good manner. This encourages children to be polite.
- The childminder implements routines and rules in his home, helping children to understand what is expected of them. One of these includes children taking off their shoes when they arrive. Children understand and do this without prompting. The childminder models positive behaviour. He gives children praise for their achievements, such as when they touch their toes and count to eight in a game. This helps to raise children's self-esteem.
- The childminder finds out about children's dietary requirements when they first start attending. This helps him to meet children's individual health needs. However, the childminder does not fully support children to understand the

importance of following consistent hand-hygiene routines, such as before they eat, to help promote their continued good health.

- Children are happy to see the childminder when they are collected from school. The childminder asks them questions about their day to encourage back-and-forth conversations. Children confidently talk about a forthcoming sports day they will be attending. However, the childminder does not complement the experiences children receive during their day at school.
- Information about children's time with the childminder is shared with parents. This includes the childminder sending them photos and holding discussions with parents when they collect their children. The childminder informs parents of any accidents their children have and if they have letters from school. This helps parents to keep informed about their children's day.
- The childminder reflects on his practice and gathers feedback from parents. Parents appreciate the safe space the childminder provides for their children, where they are able to unwind after school and engage in inspiring conversations. Recent changes from being a governor at a school, helps the childminder to gain new ideas to engage children and support them to have their own ideas. For example, he makes paper books for children and asks them to create their own stories.
- Through conversations with the childminder, children are encouraged to remember previous events from memory. Children talk about a plane competition they took part in, saying that they won the game.

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	2734377
Local authority	Nottinghamshire County Council
Inspection number	10407292
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	5 to 9
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Selston, Nottingham. He provides before- and after-school care from Monday to Thursday during term time. Sessions are from 7.40am until 8.40am and from 3pm until 5pm.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- The childminder and inspector completed a learning walk of the areas of the home used for minding children.
- The inspector went on a walk with the childminder to collect children from school and to the park.
- The inspector observed activities, indoors and outdoors, and the interactions between the childminder and children.
- Children communicated with the inspector during the inspection.
- The inspector held discussions with the childminder and his assistant. 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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