

Childminder report

Inspection date:

31 July 2025

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children's safety, care and the quality of education they receive is compromised due to gaps in the childminder's safeguarding knowledge and teaching skills. Furthermore, the childminder does not ensure that any assistants who work alongside her have the necessary skills to fulfil their roles and responsibilities consistently and effectively.

Overall, the childminder knows the children well. She offers children cuddles and comfort when she recognises they are tired. However, the childminder does not place enough focus on delivering a curriculum tailored to children's individual learning needs. She does not use the knowledge she gains through assessments well enough to plan purposeful activities to capture children's curiosity and build on their learning. Children spend a lot of their time playing by themselves. At times, adults attempt to engage children in activities, such as building with bricks. However, the interactions and teaching are not strong enough to hold children's attention. As a result, children lose interest and wander around the room and climb on furniture. Children's behaviour is negatively affected due to the lack of stimulations and support from adults.

Children enjoy healthy foods and snacks. However, the arrangements to ensure that they eat in a suitable environment are not effective and puts children at the risk of cross-contamination. That said, children enjoy their time in the garden and benefit from the fresh air and exercise. Some children kick and throw balls, developing their core strength.

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

- The childminder does not demonstrate a secure safeguarding knowledge. On occasion, she allows children to play in a partial state of undress. She has not considered the implications of this on children's safety and well-being. The childminder does not support children to think about their own personal dignity and privacy and to understand how to keep themselves safe. Furthermore, the childminder does not ensure that assistants that work with her are provided with appropriate support and training to ensure they understand safeguarding procedures and have an up-to-date knowledge of safeguarding issues. This means that they may not respond appropriately if a child is at risk of harm.
- The childminder does not recognise weaknesses in practice. Although she offers some coaching and supervision meetings for any assistants who work alongside her, these are not effective. This affects the quality of the childminder's work and the quality of the provision overall. The lack of support and direction from the childminder creates a disorderly and, at times, chaotic environment, and children are often left to play with limited adult support and interaction.

- The curriculum is not sequenced and challenging enough for children to remain engaged in play that supports their learning. Although the childminder puts toys and resources out for children to play with, such as the toy kitchen equipment, she does not consider what she wants children to learn from this activity. The childminder's curriculum does not help children gain the skills they need for their future learning and eventual move to school.
- The childminder sits alongside children as they play. However, her interactions with children are minimal and lack purpose. Often her interactions are just to meet children's basic needs, such as to give them food or drink, rather than to purposefully support children's communication and language or any other aspect of their learning. As a result, children do not benefit from high-quality and focused interactions to support them to make the progress they are capable of.
- The childminder does not manage children's behaviour effectively or support them to be respectful of others. For example, she does not implement consistent strategies to help children learn what is expected of them. As a result, children repeat behaviours such as climbing on furniture and hitting out at their friends. The childminder says 'no thank you' or 'kind hands' without giving any explanations to support children's understanding of boundaries.
- The childminder's hygiene practices do not consistently meet the personal needs of children or protect their health. For example, children sit on the kitchen floor, which has not been cleaned, to eat their snack. When children drop their snack on the floor, they then pick it up again and put in their mouths. The childminder allows children to continue to eat the food and does not help them to understand why this is not appropriate. This does not promote children's good health or reduce the risk of cross-contamination.
- The childminder has built friendly relationships with parents. She uses an electronic application to share general details about foods children have eaten, nappy changes and sleep times. She speaks to parents when they drop off and collect children about their day.

Safeguarding

The arrangements for safeguarding are not effective.

There is not 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
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improve knowledge and understanding of safeguarding policies and procedures to keep children safe	28/08/2025
provide support and guidance to ensure any assistants understand the safeguarding policies and procedures and have an up-to-date knowledge of safeguarding matters	28/08/2025
provide effective supervision and coaching to ensure any assistants understand how to deliver quality learning experiences for children	28/08/2025
implement an ambitious and well-sequenced curriculum that precisely considers children's individual needs, their interests and stages of development	28/08/2025
implement good-quality interactions to ensure that children are well supported to engage in purposeful play and learning	28/08/2025
ensure that behavioural expectations are consistently reinforced, so that children learn to manage their own behaviour and understand the impact of their behaviour on others	28/08/2025
implement effective procedures to ensure children's individual hygiene needs are met and to reduce the risk of cross-contamination.	28/08/2025

Setting details

Unique reference number	2740229
Local authority	Nottinghamshire County Council
Inspection number	10414996
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	1 to 7
Total number of places	13
Number of children on roll	13
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in January 2024. She operates from Kirkby-in-Ashfield and serves the local community. The setting opens Monday to Friday, all year round, with the exception of family holidays and Christmas week. Sessions are from 7.30am until 5.30pm. The childminder holds a level 3 childcare qualification and works with assistants. She offers government-funded childcare.

Information about this inspection

Inspector
Kate Francis

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received from the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to assistants at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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