

Childminder report

Inspection date:

12 August 2025

Overall effectiveness	Requires improvement
The quality of education	Good
Behaviour and attitudes	Good
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 show positive relationships with the childminder and their peers. Older children play games, such as hiding a rock in the garden while other children and the childminder count to 10 and then search for the rock. Children show excitement when the childminder supports them to understand when it is their turn to search for the rock, laughing with her and their peers. Children show good thinking and problem-solving skills when the childminder gives them clues as to where to find the rock.

The childminder has allowed her paediatric first-aid qualification to lapse. This is a breach in requirements. However, this has minimal impact on children's safety and welfare as the childminder knows how to respond in the event of an accident or emergency.

Children experience listening to favourite and familiar stories to help develop a love of books. The childminder provides experiences for them to act out stories to help secure their understanding of the story. This includes children moving their feet to pretend to splash in water and stepping over branches in woodland. Children are supported to understand about the natural world around them. For instance, younger and older children learn that blackberries can be eaten and that the juice can be used to draw pictures. The childminder helps children to understand that the leaves on trees change colour in autumn.

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

- The childminder shares information with parents and sends them photos of activities their children engage in. She supports parents to continue their children's learning at home, such as playing games to encourage their children's understanding of numbers. This partnership working helps to promote children's good development.
- The childminder's curriculum is tailored to each individual child's needs and what they need to learn next. This includes supporting children's communication skills. For instance, the childminder uses the correct pronunciation of words for children to hear and copy. She talks to older children about significant events in their lives, such as holidays. This encourages children to hold back-and-forth conversations with her.
- The childminder is operating without a paediatric first-aid qualification. This is a requirement of her registration. However, she has booked a place on an appropriate course to update this and demonstrates knowledge of how to respond in the event of a medical emergency.
- The childminder builds on her professional development. For example, she listens to podcasts and attends training courses. This helps to develop her

knowledge of how to support children to develop their imagination. She offers children open-ended resources in their play to encourage them to explore and investigate how to use objects in different ways.

- Children are keen to join activities the childminder plans for them. However, sometimes, the childminder does not support the less confident children to participate as much as the others. This is so they get the most from the learning experiences offered.
- The childminder provides many opportunities for children to be physically active in their play to promote their health and development. In her garden, older children show their upper body strength when they hold on to handles and lift their feet off the ground. The childminder holds younger children's hands to support their balance and coordination when they begin to learn how to walk.
- The childminder helps children to learn how to make healthy choices around food. For instance, she explains to children that if they eat fruit and vegetables it may stop them from getting poorly. Children explain to visitors that they eat vegetables to make them healthy.
- The childminder supports children to understand rules and boundaries in her home that help to promote their safety. These include asking children to wait near the door of her home while she helps other children to get into her car in preparation for going on outings. Children show that they understand this and patiently wait their turn. The childminder reminds children to lift their arms when they move through a trail in woodland that has nettles on either side. Children listen and follow her instructions.

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
maintain a full paediatric first-aid certificate.	05/09/2025

To further improve the quality of the early years provision, the provider should:

- strengthen interactions during planned activities to support the less confident children to participate more fully.

Setting details

Unique reference number	2748208
Local authority	Nottinghamshire County Council
Inspection number	10411852
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	0 to 8
Total number of places	6
Number of children on roll	16
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2024 and lives in Sutton-in-Ashfield. She operates from Monday to Friday during term time and Tuesday to Friday in the school holidays, from 7.30am to 5.15pm, except for bank holidays and family holidays. The childminder holds an appropriate level 3 qualification. She works with a co-childminder.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- The childminder and the inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities in the childminder's home and local woodlands and assessed the impact this has on the children's learning.
- The children spoke with the inspector during the inspection.
- The inspector and the childminder carried out a joint evaluation of an activity.
- The inspector held discussions with the childminder and her co-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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