

Childminder report

Inspection date:

25 July 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

Good

What is it like to attend this early years setting?

The provision requires improvement

Children develop their independence supported by the childminder. For example, she models how to peel open a yoghurt pot. Children then do this independently. Children also practise self-care skills, such as washing their hands before snack and lunch. Children confidently move around the childminder's home, selecting toys and resources to promote their interests. The childminder suggests ideas to extend children's play. For example, when children use a car ramp as a guitar, the childminder adds rhymes to sing along with together. Children join in, asking for different rhymes or songs, sustaining their attention. However, the interactions between the childminder and the children are not always effective. For example, on occasion, she does not extend some of the younger children's communication and language.

Children develop positive relationships with the childminder. The childminder is responsive to children's needs. For example, all children receive comfort and cuddles when they are upset or have an accident. This supports their emotional well-being.

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

- The childminder supports older children's communication and language skills by adding new vocabulary. For example, when children role play jumping off an aeroplane, she introduces the word 'parachute'. The older children continue to use the new word in their play. However, the childminder does not support gaps in language effectively to promote communication and language skills for younger children, such as introducing two- and three-word phrases.
- Children are developing resilience. The childminder offers children praise and encourages them to persevere when they find something difficult. For instance, the childminder encouraged children to try and fix a model when a brick had fallen off. The children continued independently until it was repaired.
- The childminder helps children to learn about respect for others. For example, the childminder explained a child did not like their hair being played with. Children learn to be considerate of children's choices.
- Children learn important social skills. The childminder teaches children to take turns. For example, children wait to hear their name to wash their hands or choose their snack. Additionally, they attend a weekly playgroup to broaden their social skills with other children in new situations.
- The childminder understands the importance of healthy eating. However, she does not support children in developing their understanding of healthy eating. She does not teach children about the importance of a varied and balanced diet.
- The childminder shares some information with parents about children's progress. However, she does not consistently share information to support and extend

children's learning at home. Further to this, she does not share information with schools and settings that children move on to to ensure consistency in their care and education.

- Children follow the expectations set out by the childminder. For example, children wait for each other to finish eating before leaving the table. The childminder gives clear instructions for children to follow. For example, children tidy away toys when asked. Children take ownership of their environment.
- Children benefit from opportunities to play outside. They access different resources that enhance their physical abilities. For example, children learn to make marks using chalks. Additionally, the childminder provides opportunities for children to develop their larger muscles further at the local park.
- Children learn about keeping safe at the childminder's home. For example, the childminder talks about the risks of putting inappropriate materials in their mouth, such as a wrapper. When on outings, the childminder also talks to children about how to keep themselves safe. For example, children learn about road safety, such as waiting for the green man at the pedestrian crossing. Overall, this promotes children's 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, the provider must:

	Due date
work in closer partnership with parents to share relevant learning information to help them to build on children's learning at home	22/08/2025
share information with other early years settings and schools more effectively to ensure consistency of care and learning for all children.	22/08/2025

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

- strengthen interactions with younger children to provide consistent support for

their communication and language skills

- help children to understand about healthy and unhealthy foods to develop their understanding of having a healthy lifestyle.

Setting details

Unique reference number	EY476020
Local authority	Nottinghamshire County Council
Inspection number	10398920
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 3
Total number of places	4
Number of children on roll	13
Date of previous inspection	14 November 2019

Information about this early years setting

The childminder registered in 2014 and lives in Giltbrook, Nottinghamshire. She operates all year round from 7am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Amy Johnson (EM)

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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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