

Childminder report

Inspection date: 26 August 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	Good

What is it like to attend this early years setting?

The provision is inadequate

The childminder does not have sufficient knowledge and understanding of child development to meet the needs of the children. She is not making effective assessments of children's learning to establish their current level of development and what they need to learn next. This means children do not receive the support needed so that they continue to develop and learn.

The childminder's interactions are rarely purposeful. For example, she continually talks during activities. She asks complex questions that are not in line with children's current stage of learning. In addition, children are not given enough time to share their comments or questions. This has a negative impact on children's communication and language development. Furthermore, the childminder overcomplicates activities. She plans for children to learn too much in one activity and this is not linked to children's needs. Children are not building on what they already know and can do and are making limited progress.

The childminder does not have a suitable understanding of where to report safeguarding concerns to promote children's welfare. Nevertheless, children make positive relationships with the childminder and each other. Children settle quickly and are comforted and reassured by the childminder.

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

- Although the childminder has attended safeguarding training, she does not understand the correct procedures to follow or the role of relevant agencies if there are any safeguarding concerns. This means that children are not safeguarded effectively when in her care.
- The childminder has a poor understanding of child development. She does not accurately identify what children need to learn next, or whether there are gaps in their learning, to ensure she can provide focused support.
- The childminder is not clear about what she wants children to learn from activities. Children show initial enthusiasm to join in with activities, however, they quickly disengage due to the poor-quality interactions. For example, the childminder tells the children they are doing a gardening activity. The children play with soil, scooping it into pots. The childminder asks them to recall what they did last autumn, even though some of the children would have been very young at that time or not yet at the setting. The childminder provides no introduction to the activity or actual seeds to plant, so when she asks the children to say what else they need, understandably they are unable to answer. The childminder begins to read a story even though the children are still playing with the soil. The children listen for a very short time and then return to what they were doing. Support for learning is poor.

- The childminder does not extend children's learning to build further on their existing knowledge and skills. For example, when children count incorrectly and miss out a number, the childminder does not support them to learn the correct sequence. Furthermore, she shares information that is not accurate, which hinders children's ability to develop their knowledge and understanding. For example, the childminder comments that sticks are only present in autumn.
- The childminder understands and implements risk assessments to identify and minimise potential risks. She teaches children about risks when visiting the local park. Children also learn about road safety, which supports their understanding of how to keep themselves safe within the community.
- Children follow the childminder's instructions to wash their hands and to sit at the table when having a snack or lunch. They are beginning to take turns. For example, children wait their turn to chop their banana using a safety knife. However, the childminder does not consistently remind children about her expectations. When children run or climb the steps, the childminder does not always reiterate the rules to support children to follow them.
- Parents receive updates on their children's progress and strategies to support learning at home. For example, the childminder shares guidance on potty training with parents. The childminder also shares information as children transition to school. This supports consistency in their care and education.

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
improve interactions with children to support them to make the best possible progress	07/10/2025
ensure all learning activities clearly identify what children will learn based on their needs	07/10/2025
improve knowledge and understanding of child development in order to accurately assess what children need to learn next	07/10/2025

attend an appropriate child protection course that helps identify, understand and respond appropriately to signs of possible abuse and neglect.	09/09/2025
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Setting details

Unique reference number	207399
Local authority	Derbyshire
Inspection number	10399835
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	2 to 3
Total number of places	3
Number of children on roll	3
Date of previous inspection	17 December 2019

Information about this early years setting

The childminder registered in 1995 and lives in Belper, Derbyshire. She operates Monday to Friday from 8.30am until 4.30pm, all year round, except for Christmas, bank holidays and family holidays. The childminder offers government funded places for childcare.

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 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.
- Parents shared their views of the setting with the inspector.

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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