

# Childminder report

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Inspection date: 30 January 2025

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## What is it like to attend this early years setting?

### The provision is good

Children are settled and happy in the childminder's home. They separate easily from their parents and are excited to see their friends. Children quickly join in with activities when they arrive. The atmosphere in the childminder's home is calm and relaxed. Children demonstrate they are comfortable and at ease with the childminder as they confidently ask her for help or seek out a cuddle if they need reassurance. The childminder consistently praises children when they behave well. Children demonstrate their understanding of the childminder's behavioural expectations as they politely tell their friends, 'I want to share,' and wait patiently for their turn.

Children enjoy opportunities to practise mark making. They enjoy using a variety of brushes and paints to decorate a paper butterfly. Younger children enjoy the activity by using their hands to make marks with the paint. Children learn how to keep themselves safe as the childminder explains to them why it is important to use oven gloves when cooking. Children benefit from regular trips into the local community, such as visiting nature reserves and toddler groups. The childminder ensures children receive many opportunities to develop their social skills with other children and adults. Children display this confidence as they warmly welcome visitors to the setting.

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

- The childminder has a clear and well-sequenced curriculum. She knows what she wants each child to learn before starting school. Her curriculum teaches children how to become more independent with their self-care skills and develop fluency with their communication skills and the confidence to socialise with others and make new friends. The childminder adapts her activities to meet the individual needs of all children who attend. As a result, children make good progress from their starting points.
- Overall, the childminder supports children's communication and language well. She teaches children new vocabulary such as centipede and tarantula. The childminder repeats words that children say to model correct pronunciation. She is thoughtful with her questioning techniques and asks children open-ended questions that provide them with the opportunity to think for themselves. The childminder ensures she pauses after asking questions to give children time to respond. However, the childminder does not always consider the impact of children's dummies, and at times, children have dummies in their mouths for prolonged periods of time. This does not support children's developing language skills.
- The childminder supports children to develop a love of books and reading. Children have access to a wide range of books, which they access independently.

The childminder is highly skilful with her manner of reading stories. She uses props such as pretend animals to help children feel involved in the storytelling. The childminder makes a variety of different sounds to replicate animal noises, which helps children begin to associate images in books with real life. She pauses to ensure children understand the story and asks them questions about what they can see. Consequently, all children display very high levels of engagement at story time.

- The childminder supports children's early mathematical skills. She skilfully incorporates opportunities for counting throughout children's play. For example, when reading with children, she asks them to count how many balloons they can see on the page. When children play with trains, she encourages them to count. Children begin to develop an understanding of mathematical concepts such as size. The childminder teaches them the difference between long and short as children build a train track.
- The childminder has established particularly strong partnerships with parents. They praise the care the childminder provides and describe her teaching and activities as 'exceptional'. The childminder regularly provides information to parents about their children's development and achievements, including any potential developmental concerns she may have. She gives parents advice to further support their children's learning at home. Although the childminder has developed successful partnerships with parents, she has not yet developed partnerships with other settings that children attend. This means that children who attend other settings lack consistency in their learning.

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

- review the use of dummies to further support children's communication and language development
- develop partnerships with other settings that children attend to promote continuity in children's learning and development.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2690888                                                                           |
| <b>Local authority</b>                             | Derby                                                                             |
| <b>Inspection number</b>                           | 10368269                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 3                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 4                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder lives in Derby. She holds an early years qualification at level 6. She operates all year round, from 8.00 am to 6.00pm, on Monday, Tuesday, Wednesday and Thursday. The childminder occasionally works with an assistant. She offers funded early years education for children aged two, three and four years old.

## Information about this inspection

### Inspector

Rachel Barsby-Robinson

### Inspection activities

- 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.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views of the childminder 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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