

Childminder report

Inspection date: 12 February 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the care of this kind and caring childminder. The childminder develops positive relationships with children and their families. Children enjoy being in her company and feel safe and secure. Children form a strong bond with the childminder and eagerly invite her to join in with their play. They snuggle up with her for stories and reassuring cuddles. Children behave very well. The childminder supports them to build relationships with each other. She plays alongside them and models consideration and how they can be caring towards each other. For example, they talk about everyone having a turn to choose the nursery rhyme they sing together.

The childminder plans a balance of child-initiated and adult-led learning and considers children's interests in the play activities she provides. She takes children on visits to the park and in the local community to help children develop an understanding of the world around them.

Children develop a sense of responsibility with the childminder. They enjoy carrying out special tasks, such as using safe knives to cut up their own fruit for snack. The childminder supports children to develop a love for the outdoors and to be physically active in their play. Children enjoy being outside every day in the childminder's garden.

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

- The childminder provides a broad and interesting curriculum for the children in her care. She collects information from parents when their children start and uses this, along with her own observations, to plan each child's learning. The childminder knows the children well and identifies what they need to learn next and how she will teach this. She uses children's interests to support their learning and ensure they maintain their interest in the activities available to them.
- The childminder introduces mathematical language in children's play. She models the words of size, shape and colour. The childminder asks children if they have the small or big polar bear. Children confidently say they have the big one and show their friends. Children count objects beyond 10. For example, they confidently count how many penguins they are playing with. However, the childminder does not always use these opportunities to extend their understanding of number, such as more and less.
- The childminder supports children's language and communication skills as she has interesting conversations with the children while she plays alongside them. For example, they talk about the percussion instruments they are playing. The childminder speaks clearly, so that children can hear how to pronounce words

and form sentences correctly. However, she does not consistently support younger children to use language they know while they play to develop their speech and use words in context.

- The childminder supports children to develop healthy life styles. She encourages children to talk about fruits that they enjoy and helps them to develop an understanding of healthy eating. Children confidently talk about foods that are not good for their teeth as they complete an activity to develop their understanding of oral health. Children practise brushing teeth on a model of teeth to learn how to clean them.
- Children maintain high levels of concentration and interest throughout the day. They enjoy working with their friends as they work out how to get the animals out of blocks of ice. They considerably share available resources, such as pipettes to drip water onto the ice. The childminder sets high expectations for children's behaviour and models the behaviour she wants children to adopt. She encourages children to replicate this modelled behaviour in their own play by using explicit praise.
- The childminder establishes strong and positive relationships with parents and other professionals. Parents are grateful for the nurturing care their children receive from the childminder and say they can see the progress their children are making in their learning. They explain that their children love attending and they appreciate the varied outings their children are taken on.
- The childminder values her own professional development and reflects on the provision that she offers. She accesses professional development opportunities to improve her own practice, including training to enable her to support children to manage their own behaviour and understand how they are feeling.

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:

- support older children to extend their mathematical knowledge, particularly when counting beyond 10, in order to raise their achievements to an even higher level
- support young children to use language they know in context during their play to further develop their communication skills.

Setting details

Unique reference number	2691146
Local authority	Derbyshire
Inspection number	10368270
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Alfreton, Derbyshire. The childminder operates all year round from 7am to 6pm, Monday, Tuesday, Thursday and Friday and 7am to 12.30pm on Wednesday, except for bank holidays and family holidays. The childminder has a level 3 qualification. She occasionally works with an assistant. The childminder provides places for children in receipt of government funding.

Information about this inspection

Inspector

Lianne McElvaney

Inspection activities

- The inspector observed a range of play activities in the childminder's home. She considered, with the childminder, the impact of teaching on children's learning and development and discussed children's progress.
- The inspector and childminder completed a learning walk around the setting. They discussed how the environment is organised and curriculum planned to support children's learning. The inspector took account of how the childminder completes risk assessments to ensure that children remain safe.
- At appropriate times during the inspection, the inspector spoke to the children and the childminder. She also took account of the views of parents. The inspector observed the quality of interactions between the childminder and the children attending.
- A sample of documentation that supports the effective management of the childcare was viewed by the inspector. This included evidence of qualifications, the suitability of the childminder and other household members and a sample of policies.

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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