

Childminder report

Inspection date: 20 May 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 the friendly and kind childminder. The childminder creates a welcoming environment, where children feel safe and comfortable. She provides activities that she knows children are interested in and will enjoy. Children are keen to explore the toys and environment and practise their new skills. The childminder supports children to develop their physical skills. Young children balance and show good coordination as they climb low-level steps and manoeuvre themselves down a slide independently.

The childminder places a strong emphasis on supporting children's communication and language development. She sings songs and rhymes and regularly reads to children. Young children smile as they watch the childminder. They clap their hands as they join in with the action songs. Children listen to stories and develop a love of books from a young age. They enthusiastically turn the pages and babble as they point to the pictures. The childminder fosters good manners with all children. Young children are learning about the positive boundaries and expectations set by the childminder. The childminder praises young children on their good sharing as they give each other different stacking cups. This also helps to develop their social skills.

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

- The childminder talks to children, giving them a running commentary and explaining what she is doing during play activities and daily routines. She uses facial expressions and props, such as chiffon scarves, to capture children's attention. The childminder repeats words clearly and listens as young children babble and experiment making sounds in response to her.
- The childminder has a caring manner and knows the children well. She gathers relevant information about them in order to meet their individual needs and routines. Children are comfortable and well cared for. They build strong bonds with the childminder, who quickly reassures them with a cuddle when needed. Young children settle quickly to sleep. Once they awake, the childminder is gentle and reassuring. This helps them to be ready for play and learning again.
- The childminder makes sure children are given access to a range of toys and resources. Children help themselves to toys that they are interested in and want to play with. The childminder encourages young children to use spoons to help feed themselves. Children learn to drink independently from non-spill cups. This helps children to build on their confidence and self-care skills.
- The childminder engages and interacts with children well, overall. She gets down to children's level and entices them to play peekaboo with her to help with their concentration skills. However, the childminder does not always adapt her interactions to ensure all children receive the same level of engagement to

support and build on their continued learning.

- The childminder has been proactive in completing various training to ensure her knowledge and understanding of current legislation is up to date and secure. The childminder has particularly focused on deepening her knowledge and understanding on how to support the safety and education of the youngest children in her care.
- Strong partnerships with parents and carers are in place. The childminder shares and exchanges information in a variety of ways with them. This helps parents and carers keep up to date with their child's development and how to support their child's continued learning at home. Parents written testimonials are very positive. They comment how well, for example, their child has developed in their social and confidence skills since attending the childminder's setting.

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:

- strengthen the quality of teaching so all children receive the same level of interaction to support their continued learning.

Setting details

Unique reference number	2691955
Local authority	Derbyshire
Inspection number	10367872
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 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Swadlincote, Derbyshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers government funded places for childcare.

Information about this inspection

Inspector

Judith Rayner

Inspection activities

- The childminder showed the inspector the areas of her home used for childminding. They discussed routines and the planned curriculum.
- The childminder talked to the inspector about the children she cares for and what she wants them to learn.
- The inspector observed interactions between the childminder and the children, and spoke with them at appropriate times during the inspection.
- The childminder spoke to the inspector about how she evaluates the effectiveness of her curriculum and practice.
- The inspector looked at evidence of first-aid and safeguarding training and discussed how the childminder safeguards the children's welfare.
- The inspector read testimonials from parents and carers and spoke to the childminder about how she works in partnership with parents.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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