

Childminder report

Inspection date: 17 January 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 have fun and enjoy their time with the childminder. They are able to select what they want to play with and develop their own play ideas. The childminder builds positive relationships with children and their families. Children feel safe and secure in the childminder's familiar and well-organised playroom and garden. Parents value the positive relationship they have with the childminder and the support she offers.

The childminder plans her curriculum around the interests and learning needs of the children in her care. Children enjoy exciting activities that maintain their focus and concentration. They are curious and eager to participate in the many stimulating activities the childminder presents to them. Children are well prepared for their future learning. For example, the childminder encourages children to practise putting on their own coats so that they are able to do this when they go to school. Children learn to take responsibility for the environment as they take pride in helping to tidy up when they have finished playing with toys.

Children behave well and are kind to each other. The childminder has high expectations of children's behaviour. She explains the importance of following the rules in age-appropriate ways. As children build towers, she talks to them about taking turns to knock the towers down.

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

- The childminder has a good knowledge of the children in her care and how they learn. She observes them as they play, so that she is confident they are making good progress. Children are developing skills they need for future learning. For example, the childminder plans play dough activities to strengthen small muscles, so children are prepared to use mark-making resources. The childminder has clear arrangements for monitoring children's development. She shares the progress they make with parents. She has appropriate next steps for children to achieve to consolidate their learning and provide them with new learning opportunities.
- The childminder interacts enthusiastically as she plays alongside children. She makes sure all children are engaged and interested in the activities. Children enjoy developing their personal, social and emotional skills as they talk about emotions together. They enjoy naming different emotions. However, at times, the childminder does not give children opportunities to work things out for themselves. For example, she makes links between behaviours and emotions for them.
- The childminder is careful to correctly pronounce words, and provides a running commentary as children play to support their emerging communication and

language skills. She helps children hear a rich variety of vocabulary by introducing new words as they play, such as stethoscope as they pretend to listen to the doll's heart beat. However, occasionally, the childminder does not give children sufficient time to think and respond to the questions asked to support children to use the new language they have heard.

- The childminder extends children's mathematical learning well in activities. For example, she encourages children to count how many people they need to prepare snack for. She asks the children how many plates they would need if they had one more and one less person. Children enjoy sorting different shapes and naming them within their play. The childminder extends their knowledge by introducing shape names, such as pentagon and a tear drop shape.
- Children are learning to be independent. The childminder encourages this by supporting them to complete age-appropriate tasks by themselves. For example, children cut up their own fruit for snack and tidy away after completing activities.
- The childminder works well with other settings that children attend. She shares her assessments and gathers information regarding children's progress from other childminders and schools. This enables her to support continuity in children's care and learning.
- Children enjoy regular physical activity, including opportunities to develop their large muscles as they climb and balance in the garden. They enjoy regular walks to local parks and develop their knowledge of the world as they feed the ducks and discuss the changing seasons.
- The childminder is reflective about her practice and uses training opportunities to make improvements to her provision. For example, she has completed safer sleeping training to ensure all children sleep safely.

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:

- provide more opportunities for children to work out simple problems for themselves in order to extend their thinking skills even further
- give children enough time to think and respond to the questions asked of them.

Setting details

Unique reference number	2692114
Local authority	Derbyshire
Inspection number	10367723
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	0 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 Chesterfield, Derbyshire. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. 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 and garden. 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 written 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025