

Childminder report

Inspection date: 3 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 quickly settle and engage well with the activities the childminder plans to support their development. They clearly enjoy attending this warm and welcoming home as they confidently explore the house and garden. Children are immediately immersed in a wide range of exciting play opportunities, such as putting the pretend pigs to bed in the pigstys and feeding the cows cereal. The childminder plans activities to strengthen children's confidence in social situations. For example, she encourages children to play harmoniously together and share resources. Children feel safe to explore new learning as the childminder supports their learning sensitively.

Children show resilience and high levels of emotional well-being. They are motivated and have positive attitudes to learning and exploring their own ideas. For example, children move the furniture in the doll's house to make different rooms. The childminder has high expectations of children, including their behaviour. Children clearly understand the rules of the setting and what is expected of them. For example, they walk when they are inside the home and help to tidy away toys when asked. Children flourish under the childminder's calm, kind and friendly care. They take pride in their achievements and benefit from the praise and encouragement she provides. This helps to build children's self-esteem and confidence.

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

- The childminder provides children with a broad and progressive curriculum. She collects information from parents when their children start and uses this to plan each child's learning. The childminder regularly and accurately assesses children's development. She knows the children well and identifies what they need to learn next and how she will support their development. The childminder uses this information effectively to plan exciting activities that motivate children to learn.
- The childminder skilfully differentiates activities according to children's ages and abilities. For example, as children enjoy stories, she enables younger children to build their vocabulary while challenging older children to retell parts of the story. Consequently, children remain continually interested in their play, and the childminder challenges them to learn new skills.
- The childminder interacts with children well. She sensitively joins in with their play and ensures that children are engaged and interested throughout the activities she provides. Children enjoy developing their imaginative skills as they dress and feed the dolls. The childminder gives them different items of clothing to encourage their small muscle skills as she supports them to click the press studs together. However, at times, the childminder does not give children

opportunities to work things out for themselves. For example, when children say that they cannot get the pants on their dolls, the childminder tells them they have both of the doll's legs in the same leg hole.

- The childminder has interesting conversations with the children while she plays alongside them to support their language and communication skills. For example, she names and describes fruit they are eating for snack, and young children use new words, such as tangerine. Older children talk about fruit they have not yet tried, such as a papaya that they have found a picture of in a book.
- Children develop their independence skills well. They learn to put away their toys before starting a new task. Children wash their hands regularly after playing in the garden or before eating. The childminder helps children to decide what they would like to play with and to concentrate for increasing periods of time.
- The childminder provides healthy and nutritious snacks and meals for children. She plans the outdoor environment to support the development of children's physical skills. The childminder provides a variety of resources to develop their large muscles and supports children to explore nature, such as mixing fir cones and sand in the mud kitchen.
- The childminder is committed to making continuous improvements. For example, she has completed training to learn about different ways children learn. This has provided her with a better understanding of how she can adapt her teaching to support their development.

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 critical-thinking skills even further.

Setting details

Unique reference number	2694333
Local authority	Derby
Inspection number	10368214
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	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Alvaston, Derby. She operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 6. She 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 the childminder completed a learning walk around the setting. They discussed how the environment is organised and how the curriculum is 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.

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