

Childminder report

Inspection date: 12 August 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 thrive from the warm and affectionate bonds they are building with the childminder. They are happy, settled and enjoy their time as they select toys and activities of their choice. Children are familiar with routines, and adhere to the expectations of good behaviour promoted successfully by the childminder. The childminder helps children to learn new words and expand on their range of vocabulary during play. She repeats words clearly for children to hear, such as 'yellow', 'paint' and 'green' during a painting activity.

The childminder encourages children to have a positive attitude to their learning. She ensures her curriculum is implemented effectively and that it is interesting for children, so they can build on their knowledge and skills. Children are keen to explore their environment and 'have a go' at new things. For example, during a painting activity, children copy the childminder. They watch her and learn how to hold a paint brush and make marks on paper. The childminder skilfully encourages children to experiment with textures as she helps to extend their learning. At first, children cautiously feel the paint on the hands. They quickly become excited as they paint their own hands and the childminder's. Together, they make handprints on the paper. Children beam with delight as they proudly show visitors their achievement.

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

- The childminder successfully uses her observations of children's play to make assessments of what children need to learn next. She plans activities well to build on the skills the children need for their future learning. For example, the childminder helps children learn to develop their small-muscle skills. She provides a range of equipment, such as balls and puzzle pieces, to help them to practise holding and manoeuvring objects in their hands.
- The childminder works very well with parents. She understands the importance of gathering as much information as possible from parents when their child first starts in her care. Parents spoken to praise the childminder on her practice and how she fully respects their religious and cultural needs. Additionally, they comment on how she keeps them how up to date about their child's development and offers ideas on how to continue their child's learning at home. Parents' written testimonials are very complimentary. They comment on how well their children are developing and how happy they are with the service provided.
- The childminder makes sure children have lots of opportunities to develop their mathematical knowledge and skills. For example, she helps children begin to recognise and use words such as, 'big' and 'little', and 'large' and 'small'. Children persevere and work out which dinosaur puzzle piece goes in the correct

space.

- The childminder supports children's communication and development well. Children benefit from hearing lots of well-modelled language, which helps to build on their communication skills. However, on occasions, in her enthusiasm, the childminder does not provide enough time for children to think about and respond to her questions to help to develop their thinking and speaking skills.
- The childminder knows the children well. Children's personal needs are met effectively. The childminder has a positive approach to nurturing children with sensitivity and attentiveness. For example, she quickly recognises when children are tired. The childminder makes sure she has a well-prepared area in her home that provides children with a calm, quiet and relaxing environment. Children are very familiar with the sleep routine and fall asleep quickly. The childminder implements good safe-sleeping practice as she closely monitors sleeping children to promote their safety.
- The childminder makes sure children have the opportunity and time to develop their walking. She makes sure the environment is safe for children to practise these new skills. She encourages children to have a go and reassures them when they are cautious or unsure. Children practise pulling themselves up using furniture and attempt several steps independently.
- The childminder promotes a strong inclusive environment. She celebrates and incorporates different aspects of cultural heritage, including her own and that of the children she cares for. The childminder, for example, respects children's religious and cultural dietary requirements and says the children's prayers, when necessary, before eating. She helps children to recognise similarities and differences between themselves and others through play activities, books and discussions.

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:

- develop how questions are used to promote children's thinking skills and promote their language development by allowing them time to formulate an answer.

Setting details

Unique reference number	2723862
Local authority	Derby
Inspection number	10394822
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	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was registered in 2023 and lives in Littleover, Derby. She operates from 8.30am to 5pm, Monday to Friday, including bank holidays. The childminder holds an appropriate childcare qualification. The childminder is in receipt of funding to provide free early education for children.

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 childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke with parents, read their testimonials 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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