

Childminder report

Inspection date: 8 July 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

The childminder creates a stimulating and interesting environment for children to play in. She provides toys and activities that she knows the children are interested in. This is based on her observations of children's play and assessments of their development. Children excitedly access the toys and resources independently. As a result, children are happy and settled, and they demonstrate lots of curiosity as they play and learn. The childminder helps children learn new words during their play to build on their range of vocabulary. She repeats words clearly for children to hear. Children copy these words such as 'water', 'more' and 'bucket' during a water play activity.

Children are building secure attachments with the childminder, who is kind and caring with them. The childminder is clear and consistent in the messages she delivers. Children adhere to the high expectations of behaviour and routines that are set by the childminder. For example, children wash their hands after they have had their nappies changed and before eating. They remain seated at the table to eat their morning snack. Children behave well. The childminder praises children for their achievements and good learning with comments such as 'well done' and 'super job'. This contributes to raising children's self-esteem and confidence.

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

- The childminder supports children's physical development well, such as the strength in their arms and hands. She encourages children to carry buckets and cups during a water activity. She extends children's learning by encouraging them to use nets to scoop out toy animals from the water. In addition, during an art activity, children concentrate as they carefully pull stickers and stick pretend jewels onto a crown.
- The childminder skilfully weaves maths into children's play. She encourages children to use mathematical language such as 'heavy', 'more' and 'float' during a water activity. Children copy these words and excitedly use numbers as they count to four. In addition, when children point out characters in a story book, the childminder repeats words to describe what children see such as 'large' and 'small'.
- The childminder has a secure understanding of child development. She is aware of what children need to know and how to help prepare them for their move on to school. However, what the childminder wants the children to learn is sometimes too broad. The childminder does not precisely tailor activities and experiences to support what individual children need to learn next.
- The childminder understands the importance of helping children to develop their communication and language skills. She interacts well with children as she offers a running commentary as they play. The childminder enthusiastically asks

children lots of questions. However, children are not provided with enough time to think and respond before the childminder asks a further question.

- The childminder encourages children to be independent from a young age. Children practise putting on and taking off their shoes by themselves. The childminder makes sure toys and activities are easily accessible. Children enjoy making choices in their play inside or outside.
- The childminder recognises the importance of supporting and meeting children's personal needs. She places a strong emphasis on settling children into her care and supporting their emotional well-being effectively. Children regularly check in with the childminder as she offers reassuring cuddles to them. As a result, children settle quickly back into their chosen play.
- The childminder shares and exchanges information with parents about activities children enjoy. Parents spoken to praise the childminder on how she keeps them up to date about their child's development and what they have played with during the day. The childminder provides ideas to help parents continue to support their child's learning, development and health at home. For example, she has shared information to help them plan and prepare healthy snacks and meals for their children. The childminder reinforces healthy eating. For example, she talks to children about the food on their plate being good for them.

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:

- plan more precisely for the next stages of children's individual learning and development
- provide more time for children to think and respond to questions to help them develop their speaking skills.

Setting details

Unique reference number	2726143
Local authority	Derbyshire
Inspection number	10398360
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 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Riddings, near Alfreton, Derbyshire. She operates all year round, from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3.

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 spoke with parents and 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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