

Childminder report

Inspection date: 28 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

Children are confident and curious in this home-from-home, nurturing environment. They enjoy positive interactions with the childminder as they play and take part in activities that reflect their interests. Children receive cuddles and reassurance from the childminder. The childminder has a calm and patient approach that enables children to form secure attachments in a relaxed atmosphere. She reads engaging stories to children and provides a language-rich environment. The childminder asks open-ended questions and often narrates play and tasks. Children are responsive and ready to learn. The childminder promotes children's independence skills well. Children learn from a young age to put on their own shoes and wash their hands correctly. The childminder organises her space and resources well to ensure both older and younger children are well cared for.

The curriculum is exciting and promotes all children's learning, including those with special educational needs and/or disabilities (SEND). Children participate in a range of experiences in and outside the home. The childminder carefully organises activities and play that promote children's curiosity towards the natural environment. For example, children experience pumpkin, strawberry and sunflower picking. They regularly attend forest school and visits to the park. Children follow the childminder's instructions well and show very good levels of understanding from a young age. They also learn to make decisions about what to play with or work on next. Children build resilience by learning from mistakes.

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

- The childminder supports children to develop a wide range of skills, including critical thinking, creativity and problem-solving. She allows children time and space to explore and to do things for themselves independently. For example, children fetch long drainpipes and carefully place them at different levels on crates and the wall. The childminder introduces additional resources, such as a range of mirrored and bouncy balls, to extend children's interest and enjoyment further. Children watch and see the difference in how fast the balls roll down the drainpipe. The childminder encourages them to think how they could make the balls go faster or slower.
- The childminder supports children with SEND well. She identifies where children may need additional support. The childminder communicates well with parents and knows when and how to seek support from other professionals. The childminder actively promotes positive relationships with other settings and schools that children also attend to ensure collaborative working and smooth transitions.
- The childminder teaches children to follow rules and have respect for others while having the opportunity to make their own choices and decisions. The

childminder provides experiences for children to gain an awareness of culture and traditions. For example, children take part in village celebrations and seasonal events such as well dressing. They also visit local landmarks and places of interest, such as the church.

- The childminder encourages children to mark make and supports their early mathematical development through spontaneous play, such as drawing shapes and counting during play. For example, when children hand her pine cones, the childminder counts aloud and encourages them to repeat the numbers. As a result, children gain an understanding of how to count and say numbers spontaneously during play. The childminder draws children's attention to the fact some pine cones are open and some are closed, helping children to identify difference and make comparisons.
- The childminder identifies children's next steps in learning through accurate assessment and creates opportunities for children to practise these skills. Overall, her interactions with children are positive. The childminder helps children develop their physical skills through planned activities. Children develop their throwing and catching skills through ball games. They scoot around on bikes to promote balance and coordination. However, during some planned activities, the childminder's interactions do not fully engage children to maximise their learning.
- Parents speak very highly of the childminder and strongly recommend her to others. The childminder maintains ongoing communication with parents to help keep them informed and involved. She provides detailed information on children's strengths and next steps in learning.

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 interactions during planned activities to maximise the support for children's learning.

Setting details

Unique reference number	2735154
Local authority	Derbyshire
Inspection number	10399965
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 2
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 June 2023. She operates from Chesterfield and serves the local community. The setting opens Monday to Friday all year round except for bank holidays, family holidays and Christmas week. The setting operates from 7.30am until 6.30pm.

Information about this inspection

Inspector

Carla Hopkin

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector in person and in writing.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and the children.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.

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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