

Childminder report

Inspection date: 10 March 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 gets to know children and their families very well. She builds strong relationships that focus on meeting individual children's needs effectively. As a result, children settle in well at the childminder's safe and secure home. They show that they are confident as they play, and say that they are happy because they are at the childminder's home.

The childminder provides interesting activities that children keenly engage in. Children hugely enjoy reading 'The Hungry Caterpillar'. They choose from brightly coloured items that reflect the story and match what the caterpillar eats each day. They 'feed' the items into the caterpillar. Older children begin to learn about shape and size as the childminder talks to them about how the caterpillar starts small but becomes bigger as he eats more food. The childminder helps younger children to identify colours and match the numbers of items to the numbers in the book. Children enjoy making big movements with their bodies as they run and dance in their butterfly wings as the story ends.

The childminder has high expectations of children. When they say they cannot do something she encourages them to persevere, giving guidance and suggestions when required. Children try hard and are very proud of their achievements when they succeed on their own.

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

- The childminder has a good understanding of each child's level of development and knows what they need to learn next. She follows children's interests, supporting their choice of play, and uses this to build on what they already know and can do. She adapts activities appropriately to meet children's individual learning needs.
- The childminder and her assistant work effectively together. Their working partnership allows the childminder to be fully focused on children's learning and development. The childminder ensures that they both complete additional training, for example, about effective learning. This enhances their professional knowledge and understanding.
- Children learn to put names to their emotions. The childminder shows them faces that reflect different feelings. She talks to them about feeling happy, sad or worried. The childminder introduces the word joyful and describes what it means. Children say that today they feel happy and joyful.
- The childminder supports children's growing language skills well. She consistently names the items that they are using and narrates what they do. She initiates lots of conversations with children about what they are doing. She carefully repeats words back to children to help them to learn to pronounce

them correctly. Children copy her examples. As a result, children make good progress with their communication and language.

- The childminder supports children to build friendships with their peers. She gently intervenes when necessary to guide younger children's interactions with others. She reminds them not to take toys from their friends and to share. This helps children to learn how to behave well. They are kind to each other. They happily involve all their friends in their play and they have lots of fun together.
- Children are learning to have a love of books. The childminder thinks about interesting ways to share stories, which children engage with. Stories and rhymes are acted out. Children regularly visit the library, where they independently choose new books that interest them.
- Children begin to learn about what food keeps them healthy. The childminder provides healthy, balanced food. The childminder talks to children about vegetable sticks being good for them. She encourages children to try new, healthy foods. Mealtimes are positive, social occasions with lots of opportunities for conversation.
- Parents comment that their children's emotional well-being is supported effectively by the childminder. They say that their children have secure attachments with her. Parents feel that the childminder prepares their children well for school.
- Children are familiar with the rules and routines of the setting. They listen to instructions from the adults who care for them. However, on occasion, the childminder is not consistent in her expectations of children. For example, she reminds children not to run without clearing a safe space first but does not always ensure that this is done.

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:

- further support children to understand how to keep themselves safe in the setting.

Setting details

Unique reference number	2756155
Local authority	Derbyshire
Inspection number	10395629
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 6
Total number of places	12
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Belper, Derbyshire. She operates her childminding setting from 7.30am to 6.15pm, Monday to Friday, excluding bank holidays and family holidays. The childminder holds an appropriate childcare qualification. The childminder also works with an assistant.

Information about this inspection

Inspector

Ruth Howard

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises with the childminder.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder, her assistant and children.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.
- Children spoke to the inspector during the inspection.

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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