

Childminder report

Inspection date: 13 June 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive happy and eager to start their day. They quickly settle as they enjoy motivating and fun activities. The children learn about the world around them as they create paper bees for 'World Bee Day'. The childminder supports them as they draw using pens, which helps to develop their small-muscle skills. Children demonstrate that they feel safe and secure. They approach visitors with confidence and curiosity. Older children confidently talk to visitors about the vegetables they are helping the childminder to grow in the garden. They demonstrate their developing knowledge of how to look after plants. As children explore outside, they show great interest as the childminder helps them search for and talk about insects.

Children benefit from a rich and balanced curriculum with an emphasis on supporting the skills they need for starting school. The childminder supports younger children at snack time as she teaches them how to use a knife safely to cut apples using hand-on-hand support. Older children demonstrate previous learning as they confidently do this for themselves. Children learn to behave well. The childminder supports sharing and turn-taking as she introduces simple ball games. Children learn to wait their turn. They cheer and clap when their friends catch the ball successfully. The childminder encourages children to use good manners and promotes kindness to their friends. Children politely ask their friends to pass resources as they play in the water tray, filling and emptying containers.

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

- The childminder gathers information from parents regarding their children's development at home. She uses this information to identify accurate starting points for children's learning. The childminder uses appropriate communication methods to share daily and ongoing information with parents, including children's well-being and activities. This information enables parents to support learning at home.
- The childminder embeds effective daily routines, which ensures the good health of children. For example, children wash their hands before eating. They are encouraged to drink plenty of water on a hot day to keep hydrated. The childminder reminds children to eat their sandwiches first at lunchtime, which ensures good eating habits and ensures they consume more nutritious food before other items.
- Overall, the childminder shows an interest in children's activities and interacts with them as they play. However, when children show an interest in items that they find, such as feathers, the childminder does not always pick up on these interests and help children to further develop their knowledge and understanding.

- The childminder skilfully embeds a range of mathematical language and concepts. For example, as children build a tower, the childminder uses descriptive words, such as tall. When children work together to fill jugs with water, the childminder uses mathematical language, such as full. The childminder encourages children to count how many children are present. These interactions help to develop children's concepts of numbers, size and quantity.
- The childminder carefully monitors children's development and identifies gaps in their learning. However, she does not always use this information to plan activities tailored to children's ages and development needs. For example, some group activities are too difficult for younger children, which results in them quickly losing interest and disengaging.
- The childminder supports children's communication and language skills. Children show a strong interest in singing familiar songs, and the childminder nurtures this by frequently singing with them, which encourages their participation. This supports children's confidence. The childminder teaches children songs about different emergency services and people who help them.
- The childminder encourages children to explore their senses and learn new skills. Children benefit from a wide range of experiences outside the home. For example, they regularly spend time in the local community visiting playgroups and parks. The childminder gives children encouragement to safely navigate and explore the wide range of equipment within these environments. This support helps to promote children's awareness of how to keep themselves safe.
- The childminder keeps her professional knowledge up to date and attends training. For example, she recently completed a course to develop her understanding regarding support for children with additional needs. She regularly reflects on her practice and gains new ideas, which positively impact on children's care and education.

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 skills in supporting children's unique interests and adapt teaching to support their spontaneous enquiries
- plan group activities carefully to take account of children's differing ages and learning needs.

Setting details

Unique reference number	EY294474
Local authority	Derby
Inspection number	10394443
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	12
Number of children on roll	12
Date of previous inspection	5 September 2019

Information about this early years setting

The childminder registered in 2004 and lives in Alvaston, Derby. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for a week at Christmas, bank holidays and family holidays. The childminder holds an early years qualification at level 4. She provides government funded education for children. The childminder employs four assistants and works with one or two each day.

Information about this inspection

Inspector
Kate Francis

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises the early years provision, including the aims and rationale for the curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the childminder with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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