

Childminder report

Inspection date: 23 January 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are settled and happy in the experienced childminder's care. Children who are new to the setting are sensitively reassured by warm cuddles and positive interactions. This helps them to feel safe and secure. The childminder works closely with families to get to know children very well. When children start, she gathers useful information about their routines and care needs, as well as their starting points and current interests. This helps the childminder to plan activities that engage children and develop the skills they need for their future learning. For example, the childminder provides a wide range of opportunities for children to strengthen the muscles in their hands. This helps to prepare children well for when they start to hold pencils and make marks.

Children play cooperatively and are well behaved. The childminder establishes a consistent routine so children know what to expect. For example, when the childminder tells children it is snack time, they know they need to go to the bathroom beforehand to wash their hands. The childminder consistently promotes children's independence. She encourages them to put on their coats before going outside and invites them to help to prepare the daily snack. Children willingly help to tidy away the toys when they have finished playing.

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

- The childminder has taken positive steps since the last inspection to improve her practice. Her meaningful curriculum is centred on the developmental needs of each child. She gives careful consideration to children's individual interests and preferences when planning activities. For example, children delight in singing songs, which the childminder skilfully combines with puppet play. This helps young children to sustain their concentration and motivation. They enjoy performing actions as they sing along with enthusiasm.
- Children benefit from regular opportunities to play outside and get fresh air. They have fun playing in the garden together and learn to take turns as they use the outdoor play equipment. Children master new skills and develop confidence as they climb the ladder on the slide. They squeal with delight as they come down, immediately saying 'again' as they run back to the ladder.
- The childminder fosters positive relationships with parents. She regularly shares information about children's activities, including where they have been and what they have done each day. This helps to reassure parents, who value the variety of activities the childminder provides outside the home.
- Children develop their mathematical and physical skills as they join in activities. For example, they watch carefully as the childminder shows them how to roll play dough into balls. They copy the actions and start to fill containers with the shapes they make. The childminder helps children to count, leaving time for

children to think about and say the next number in the sequence.

- The childminder encourages children's communication skills effectively. She engages them in conversation and listens carefully to what they have to say. This helps children to feel valued. She shows an interest in their games and narrates what they are doing as she plays alongside them. This helps children to build their vocabulary as they listen and repeat words. For example, they hold up toys and say 'star' and 'truck'. The childminder praises their achievements, which promotes children's enthusiasm for learning.
- Children show a keen interest in books. They enjoy selecting books independently to look at. They carefully study the illustrations and delight in feeling the different textures inside some picture books. The childminder seizes on opportunities to read with children. However, the childminder does not always recognise when children cannot see the book or have become uncomfortable sitting on chairs. Children lose interest and wander off to find another activity. This means they do not gain the most from the experience.
- The childminder promotes children's personal, social and emotional development well. She takes them on regular outings in the local area so children have opportunities to develop their awareness of the world around them. Regular visits to local pre-school groups enable children to meet a variety of different people. This supports their interaction skills as they play with other children and adults.

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 further shared storytelling experiences, so all children gain the most from the activity.

Setting details

Unique reference number	EY298256
Local authority	Derbyshire
Inspection number	10338109
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 10
Total number of places	6
Number of children on roll	16
Date of previous inspection	4 March 2024

Information about this early years setting

The childminder registered in 2005 and lives in Long Eaton, Derbyshire. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder occasionally works with an assistant. The childminder provides funded early education provision for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Scheel

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about how she organises her early years setting, including the aims and rationale for her curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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E: enquiries@ofsted.gov.uk
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