

Childminder report

Inspection date: 25 April 2025

Overall effectiveness	Inadequate
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The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is not assured. The childminder does not have a secure understanding of her responsibilities to provide a good-quality early years provision. There are some weaknesses in the childminder's safeguarding knowledge. Children are exposed to hazards in the setting that impact their safety and well-being. Furthermore, the childminder does not ensure any assistants have the necessary coaching and training to support them in their role. The childminder does not take effective steps to ensure that she has the information she needs to ensure that all children's individual care and learning needs are consistently met.

The childminder does not have an effective curriculum in place that promotes children's learning and development. She does not regularly assess the development needs of children. The childminder does not have high enough expectations of what children can achieve. She is not fully aware of how to support children with special educational needs and/or disabilities (SEND). As a result, children do not make the good progress they are capable of. For example, the childminder's interactions with children are brief and do not support and facilitate their ongoing learning. Children, at times, are restricted in pushchairs and the play space limited. Consequently, not all children are able to fully engage in activities and meaningful learning.

Nevertheless, children are well settled and have formed good attachments with the childminder. Children confidently approach the childminder for support when needed. They respond positively and smile when they receive reassuring cuddles.

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

- The childminder's knowledge of her safeguarding responsibilities is not sufficient to assure children's safety and welfare. Although the childminder has completed some safeguarding training, gaps in her knowledge and understanding of the 'Prevent' duty remain. Furthermore, the childminder does not take effective steps to ensure that any assistants have an up-to-date knowledge of safeguarding policies and procedures.
- The childminder does not implement effective risk assessments. She does not carefully consider how to minimise risks to children. For example, the childminder does not take swift action to remove small plastic figures despite recognising these as potential choking hazards. The childminder has not taken action to replace or cover a broken fence panel that has nails sticking out. Failure to recognise and remove risks quickly could cause potential harm to a child.
- The childminder has not taken effective steps to ensure that she has an up-to-date knowledge and understanding of safer sleep guidance. Consequently, she

lacks understanding of how to ensure children sleep safely. When children fall asleep hunched over in a high chair, the childminder does not take steps to reposition them to a safe and comfortable sleeping position.

- The childminder has completed recent training to support children with SEND. However, she has not applied this knowledge to support and meet the learning needs of children. Furthermore, the childminder does not effectively support any assistants that work with her to build on their skills and practice. Consequently, children do not benefit from consistent good-quality learning and development experiences.
- The childminder does not implement an ambitious curriculum to ensure children receive high-quality learning experiences. She has some knowledge of what children like to play with. However, she does not take account of children's individual next steps in learning when planning activities. The childminder does not pay sufficient regard to supporting children's communication and language. Children are not helped to successfully communicate their wants and needs well.
- The childminder does not effectively assess the learning needs of children in her care. Mandatory progress checks for two-year-olds are not completed for all children. As a result, the childminder does not have an accurate understanding of children's current level of development, nor does she identify gaps in their learning.
- The childminder does not work effectively in partnership with parents. She does not obtain the necessary information from parents when children first attend. Additionally, the childminder does not maintain an effective, ongoing two-way exchange of information with parents. As a result, the childminder lacks an accurate and up-to-date understanding of children's individual care, health and learning needs.
- The childminder supports children's emotional well-being by providing cuddles and comfort for children in her care. She is prompt to support the children if they are upset. The childminder speaks fondly of the children and their families.
- Parents comment on how their child settled well in her care and look forward to attending. Children who attend after school write positively about their time with the childminder. The childminder creates personal touches to support children in their transitions to school. For example, she has personalised jumpers and book bags made for the children in their chosen colours.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve knowledge and understanding of safeguarding policies and procedures	25/05/2025
ensure that any assistants have an up-to-date understanding of safeguarding issues	25/05/2025
implement effective risk assessments to identify and minimise potential risks to children	25/05/2025
improve knowledge and understanding of safer sleep guidance to ensure that children are placed down to sleep safely	25/05/2025
ensure assistants undertake appropriate training and professional development opportunities to support their skills and enable them to provide quality learning and development opportunities for children	25/05/2025
ensure an effective curriculum is in place to provide all children with high-quality interactions that promote and support their learning and development, particularly their communication and language skills	25/05/2025
ensure that a progress check including a short, written summary of their development is completed for all children aged between two and three years	25/05/2025
use strategies provided by other professionals to support all children to make the best possible progress	25/05/2025
maintain an ongoing two-way exchange of information with parents to ensure that children's individual needs are consistently met.	25/05/2025

Setting details

Unique reference number	EY335491
Local authority	Derbyshire
Inspection number	10392097
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 10
Total number of places	18
Number of children on roll	22
Date of previous inspection	2 August 2019

Information about this early years setting

The childminder registered in 2006 and lives in Ripley, Derbyshire. She operates all year round from 6.30am until 6pm, Monday and Friday, except for Christmas, bank holidays and family holidays at present. The childminder holds an early years qualification at level 3. She offers funding for free early education for two- and three-year-old children. The childminder works with two assistants daily.

Information about this inspection

Inspector

Carla Hopkin

Inspection activities

- The childminder spoke to the inspector about children's learning and development.
- The childminder showed the inspector the premises and discussed how they organise their setting.
- 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 the children.
- 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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