

Childminder report

Inspection date: 29 August 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children arrive at the childminder's home happily, greeting visitors with a wave and showing they feel relaxed and secure in her care. The childminder engages them in plenty of conversations, asking questions about other places they go and familiar people in their lives. This encourages them to share their experiences with confidence.

The childminder is a good role model for children. She is polite and gives children gentle reminders to use good manners. This encourages children to say, 'no thank you' when offered drinks. Children are encouraged by the childminder to keep trying when they face difficulties. For instance, when children struggle to push shape cutters into dough, the childminder asks them to try again and uses hand-over-hand support to push the cutters down. This encourages children to achieve their goal.

Children learn mathematical concepts. The childminder helps them to identify sizes when they look at different size containers. Furthermore, children are supported to count correctly. When they begin to try and count a given number of objects and get this incorrect, the childminder asks them to count again. This encourages children to identify the correct number. Children enjoy learning experiences beyond the childminder's home, such as meeting and interacting with larger groups to develop their social skills.

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

- The childminder supports children to develop their language skills and understanding of words. For instance, she introduces new words for children to learn and explains what they mean. This includes talking about a 'fleet' of boats, when children make pretend boats. Furthermore, the childminder helps children to hear and copy the correct sounds of words, to support their developing vocabulary.
- Children learn how to keep themselves safe. For instance, when they use shape cutters in dough, the childminder reminds them which way to hold and press them down so the edges do not cut into their fingers. Furthermore, when children use knives to prepare their snack, such as bananas, the childminder reminds them to use the serrated edge of knives when they cut. Children listen and follow her instructions well.
- The childminder's curriculum includes encouraging children to be independent. For instance, she gives children time to follow routines she embeds when they arrive at her home. Children sit on the bottom step of the stairs to take off their shoes and coats. Furthermore, the childminder asks children to prepare their play, such as taking dough out of pots and carrying resources from one area of

the home to another.

- The childminder offers children nutritious snacks. She encourages children to try new foods, such as pears. The childminder talks to children about having different coloured foods on their plate to help promote healthy eating.
- The childminder supports children to be emotionally ready for their move on to school. For instance, she talks to children about the changes they will face when they go, such as who will take them. However, when children do move on to school, the childminder does not share information with teachers about children's abilities and achievements. Furthermore, if children also attend another early years setting, she does not share or gather information about children's learning, to help her provide consistency in their development.
- The childminder shares information with parents daily about their children's achievements and how she intends to support their progress. Parents receive photos from the childminder to keep them informed about their children's day. The childminder works in partnership with parents to support children's learning, such as to support them with toileting.
- Children are supported to develop key skills for their eventual move on to school, such as building their concentration. However, in some planned activities, the intended learning is not clearly sequenced. This means children do not always build securely on what they already know and can do, to support their good progress further.
- The childminder reflects on her practice. Recent changes include providing further opportunities for children to learn how plants grow. Children help her to plant and grow strawberries in her garden. They plant sunflowers and take them home to grow.

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 partnerships with schools that children will move on to and other early years settings children also attend, to help promote consistency in their learning
- strengthen the intent of planned activities to more precisely sequence children's learning.

Setting details

Unique reference number	EY355802
Local authority	Derbyshire
Inspection number	10407930
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	3 to 10
Total number of places	6
Number of children on roll	2
Date of previous inspection	22 January 2020

Information about this early years setting

The childminder registered in 2007 and lives in Swanwick, Derbyshire. She operates all year round from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate level 3 qualification.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- The childminder and inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of a play dough activity with the childminder.
- The inspector held discussions with the childminder. She reviewed a sample of documentation.
- Written feedback from parents was reviewed by the inspector, who took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025