

Childminder report

Inspection date: 27 August 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are well-settled and happy to play in the childminder's home. They display strong bonds with the childminder and confidently ask her for help. The childminder is attentive to the needs of young children, such as recognising when they want milk. Children use their manners when they talk to the childminder and follow instructions she provides. The childminder provides support and reassurance when children struggle to share resources and equipment. She helps them understand when they will get a turn. Children generally play well alongside others. They begin to recognise which things are theirs and identify their named belongings.

Children learn to keep themselves safe. The childminder teaches them how use their large muscles and balance to navigate uneven ground in her garden. Younger children learn to ride scooters and tricycles. Children practise using tools such as scissors with the childminder's support. Children enjoy discovering different musical instruments. The childminder teaches them the difference between a cowbell and a handbell. She helps children learn to use recorders and cymbals to make different sounds. Children benefit from regular trips into the local community, such as visiting local parks, museums and cathedrals.

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

- The childminder has established a clear curriculum that helps prepare children for the next stage of their education. She teaches children how to become independent and do things for themselves. Children show they know how to take off their shoes and put them away on the shoe rack. Children peel bananas and feed themselves at mealtimes. They enjoy making their own sandwiches for lunch. The childminder teaches them to use a knife to spread butter.
- The childminder focuses on supporting children's communication and language development. She uses sign language to help younger children communicate. Babies smile at the childminder when she understands signs they make. The childminder supports older children to widen their vocabulary. She teaches them the word 'erase' and explains what this means. For children who speak additional languages, the childminder incorporates words from children's home languages and uses these in play.
- Children enjoy the activities the childminder provides. She creates activities that incorporate children's interests and what they need to learn next. For example, children enjoy making dens outdoors using sticks and string. However, at times, the childminder interrupts children's play and levels of engagement to ask them to do something else. This distracts their focus and does not allow them to finish tasks they have started.
- The childminder supports children to develop a love of books and reading. She

reads books in an exciting way, which helps children engage with the story. Children show prior learning as they correctly identify which dinosaur is a triceratops. The childminder teaches children that a diplodocus has a long neck, which makes it different from other dinosaurs. Children confidently talk about what they can see in the pictures of the book.

- Children generally behave well and are kind to each other. They share equipment and play with their friends. However, at times, children spend too long waiting for things to happen, such as snack time. This leads to some children becoming restless and their behaviour deteriorating. That said, the childminder is kind to children who become dysregulated and supports them to redirect their behaviour.
- The childminder attends regular training and professional development opportunities to keep her knowledge and skills up to date. She has plans to attend training to further enhance her outdoor provision and activities she provides. The childminder reflects on her practice and identifies areas she wishes to improve.
- The childminder has established close partnerships with parents and other settings children attend. She gathers and shares information regularly with others to ensure there is a continuity in learning for all children. Parents say the childminder provides them with hints and tips for supporting their children's learning at home, such as potty training. Parents praise the care the childminder provides and say their children are happy to attend this 'home-from-home' setting.

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:

- ensure routines and activities allow children to sustain their play and complete tasks without interruption
- strengthen routines to keep children engaged and prevent them becoming restless.

Setting details

Unique reference number	EY360920
Local authority	Derbyshire
Inspection number	10408091
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 5
Total number of places	6
Number of children on roll	5
Date of previous inspection	24 January 2020

Information about this early years setting

The childminder registered in 2007 and lives in Breaston, Derbyshire. She operates her service all year round from 7.30am to 5.30pm on Wednesday and Thursday. The childminder provides funded early years education for children aged between nine months and four years. She holds a foundation degree in early years.

Information about this inspection

Inspector

Rachel Barsby-Robinson

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder 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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