

Childminder report

Inspection date: 3 February 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 confidently settle into a warm and welcoming environment, which fosters growth and development. They form strong, trusting relationships with the childminder. Children are offered constant support from the childminder, which helps to shape their personalities and encourages them to express themselves and behave well. They benefit from a nurturing atmosphere where they can explore their interests, which boosts their self-esteem and confidence.

Children develop a love of books and learn to listen attentively. They are encouraged to answer comprehension questions as the childminder skilfully brings stories to life. Children join in with familiar phrases and actions, such as using their hands to demonstrate how spaceships zoom through the air. The childminder repeats key phrases and promotes back-and-forth conversations to enhance children's communication and language skills. Children deepen their understanding of key concepts as the childminder provides activities where they explore light, dark and different sizes. For instance, children access a 'dark den' and use torches to project light to create a dark, starry night sky. The children listen to the childminder as she encourages them to move their torches forward and back to adjust the lights and shadows they create. Children talk about the different shapes and sizes of the lights and how some are bigger and smaller. These experiences fuel their curiosity and inspire them to seek out more discoveries.

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

- The childminder has many years of experience with young children. She uses her comprehensive knowledge of child development to help children learn. The childminder creatively implements a curriculum that is built around children's learning needs, supporting them to engage and develop a love of learning.
- The childminder skilfully incorporates opportunities to enhance children's communication and language skills. She engages children by sharing stories and singing songs and rhymes. For instance, as children play with moon sand, she comments on what they are doing, introduces new vocabulary and helps them expand to their sentences.
- The childminder sets high expectations for both the learning and behaviour of the children in her care. She creates an environment that promotes a positive 'can-do' attitude, encouraging every child to believe in their abilities and embrace challenges. By creating engaging activities and providing supportive guidance, the childminder helps children to make good progress. The childminder identifies children who are struggling and encourages their perseverance. For example, when children struggle to dress in coats and puddle suits, the childminder sensitively guides them with the right amount of support. This helps to ensure that children persist in tasks and learn that they can do

things themselves. Children begin to recognise their successes and show pride in their achievements.

- The childminder provides regular opportunities for children to be physically active, and promotes healthy lifestyles. She guides parents in providing nutritious food for their children's lunch boxes. The childminder rotates activities, such as creative play, outdoor exploration, sensory experiences and physical development sessions. This ensures that all children experience the essential elements of their curriculum, regardless of the days they attend.
- The childminder maintains a clean environment throughout the day. She teaches the children to wash their hands as part of their care routines. However, hygiene practices during nappy changes are less consistent.
- The childminder engages in various training programmes to enhance her professional development and support her childminding practice. She expands her teaching knowledge and skills. The childminder accesses specific courses to develop her understanding of how to support children with special educational needs and/or disabilities. This has helped her to improve outcomes for children.
- The childminder fosters strong, collaborative relationships with local schools and fellow childminders. By working closely with these partners, she ensures a seamless transition for children starting school. These effective partnerships enhance the support she provides for the children and families that she serves.
- The childminder shares information with parents regarding children's learning and development. Through regular updates and discussions, parents gain information about the specific activities and progress their children are making. As a result, parents express high levels of satisfaction and appreciation for the quality of education their children are receiving. They recognise that their children are in a nurturing and effective learning environment.

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:

- continue to strengthen the consistency in hygiene practice.

Setting details

Unique reference number	EY368441
Local authority	Derby
Inspection number	10372187
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 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	4 April 2019

Information about this early years setting

The childminder registered in 2008 and lives in Chellaston, Derby. She operates her childminding provision from 7.30am to 5pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Vicki Abraham

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their provision, including the aims and rationale for their curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact this has had on children's learning.
- Parents shared their views on the childminder with the inspector.

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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