

Childminder report

Inspection date:

17 July 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children demonstrate consistently high levels of engagement during their time at the childminder's home. This is because the childminder skilfully plans activities that meet the needs and interests of all children, who flourish in her care. She helps children to become resilient by supporting them to persevere when faced with challenges. For example, children confidently repeat the phrase 'lefty loosey, righty tighty' as they practise unscrewing jar lids. The well-sequenced and ambitious curriculum offers meaningful experiences that builds on what children already know and can do. Children speak confidently to visitors about the sweetcorn they have grown in the childminder's garden. They show curiosity and knowledge about the natural world, identifying plants, such as roses. The childminder introduces environmental awareness from an early age. She teaches children to recognise recyclable materials, such as plastic and cardboard, and explains how to sort them into the correct bins.

Children's behaviour is exemplary. The childminder sets clear and consistent expectations for children's behaviour and teaches them the reasons behind the rules. For example, she explains why pen lids must be replaced to prevent them from drying out. She consistently models respectful behaviour and good manners, which children imitate naturally. They are polite, considerate and supportive of one another. The childminder fosters a strong sense of cooperation by encouraging turn-taking and sharing. Older children follow her example as she shows kindness and empathy to others. Older children help younger children to find lost toys and show them where materials are kept when they want to draw.

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

- The childminder has high ambitions for all children and a robust knowledge of how children learn. She skilfully uses every opportunity to expand children's curiosity and to promote critical thinking. For instance, when children ask whether the rain has stopped, the childminder encourages them to think independently. She offers various ways to explore and find out for themselves. She suggests they observe the tray in the garden to look for ripples on the surface of the water. Children learn to differentiate between rain and drizzle.
- The childminder places a strong focus on developing children's communication and language. She engages in meaningful back-and-forth conversations with children and shows a genuine interest in what children have to say. As a result, children confidently talk about their home lives, for example explaining that their daddy hurt his finger. The childminder uses these interactions to build on children's knowledge. She teaches them about splinters and how they can enter the skin. The childminder asks questions which encourages children to develop their language. For instance, the childminder introduces the word for a harness

on a horse and prompts children to consider its purpose.

- Older children show they are well prepared for starting school. They demonstrate independence in managing their own self-care, such as using the toilet and blowing their nose. The childminder offers a wide range of activities to support children to develop their small muscles, such as using scissors and squeezing pegs to match them to different numbers. Children also engage enthusiastically in activities that teach them to recognise their own name.
- The childminder skilfully weaves mathematical learning into children's play. She teaches children to touch and count objects one by one, helping them to develop accurate counting skills. Children recognise shapes, such as triangles and rectangles, during play and make connections with everyday objects. For example, children compare toy shapes to the toast the childminder cuts into similar shapes. The childminder teaches older children what tessellation means and how to make repeating patterns from identical shapes. Children learn that shapes which do not fit together into a pattern are called irregular shapes.
- Children with special educational needs and/or disabilities are exceptionally well supported. The childminder works in close partnership with other professionals. She uses the extensive knowledge she has about her children, alongside advice from other professionals, to create targeted support plans. She embeds these into her daily practice. As a result, all children make excellent progress from their starting points and any gaps in learning are swiftly closed.
- The childminder is highly reflective and committed to continuous professional development. She consistently evaluates her own practice to enhance her knowledge and improve outcomes for all children. For example, she has recently listened to educational podcasts to deepen her understanding of how to embed mathematics more effectively. She used this information to adapt her provision and ensure the best possible outcomes for children.
- Parents speak highly of the childminder's positive impact on their children. They comments about new skills their children have learned while in her care, such as washing their hands independently.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY374193
Local authority	Derbyshire
Inspection number	10407384
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	2 to 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	7 January 2020

Information about this early years setting

The childminder registered in 2008 and lives near Swadlincote, Derbyshire. She operates all year round from 7.30am to 5pm, Monday to Friday. The childminder holds qualified teacher status. She offers places to children in receipt of government funding.

Information about this inspection

Inspector

Rachel Barsby-Robinson

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- 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 childminder and inspector discussed how the curriculum had been implemented and the impact that this had 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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