

Childminder report

Inspection date: 11 September 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

The childminder supports children to build on what they know and can do. For example, she models counting through a familiar nursery rhyme using a hand puppet to represent the amount. Children wait their turn to count, encouraged by the childminder using their names. They confidently count the amount on the hand puppet. This helps children to develop their counting skills well at a young age.

The childminder provides plenty of opportunities as part of her curriculum for children to be physically active. Children follow instructions from the childminder and work as a team to dry the outdoor play equipment. Children develop their smaller muscles, such as by cleaning in circular motions. This also supports their hand-eye coordination skills. Children also develop their larger muscles, such as they practise a range of movements when accessing tricycles, a see-saw and a slide. Additionally, the childminder provides further opportunities for children to be active at the local park.

Children form positive relationships with the childminder. She provides settling-in sessions to get to know children. Children settle well and freely access the provision. They become more confident. The childminder builds children's confidence further, such as meeting new people in new situations when attending regular playgroups. This also supports children's social skills.

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

- Children develop their communication and language skills well. The childminder comments, repeats and introduces new vocabulary to promote children's language development during interactions. For example, children comment 'bear' when looking at a picture. The childminder builds on their language by introducing different types of bears, such as a panda and a polar bear. This helps children to broaden their vocabulary and understanding.
- The childminder assesses children's learning accurately. She identifies any gaps in children's learning to implement appropriate support and next steps. The childminder plans activities and builds on children's knowledge, skills and understanding. For example, she teaches children to recognise colours in different contexts. However, on occasion, the childminder does not consistently plan activities to reflect the interests of younger children to sustain their attention. This means that, at times, younger children disengage from their learning quickly during some activities and interactions.
- Children become more independent through the opportunities the childminder provides for them. For example, children chop their own fruit using a safety knife and wipe their own faces with wipes after snack time. Children also build their resilience when faced with difficulties. For example, when children find it difficult

to put on their own shoes, the childminder models with children how to put them on. She then encourages children to try and put them on themselves. Children show pride in their achievements and have a positive attitude to setbacks.

- The childminder has embedded routines. Children follow these expectations, such as washing their hands before eating, followed by sitting at the table ready for lunch. The childminder also supports children to understand the boundaries of the setting. For example, children stop and get down when the childminder reinforces a rule of not climbing over the sofa. Children are safe and secure.
- The childminder actively engages in training to enhance her already good knowledge and skills. She is extremely reflective and passionate about her role. The childminder uses the knowledge she gains from training to implement practices into the provision. For example, she uses emotion cards to support children to name the feelings of others. Overall, this helps to enhance the care and education the childminder has to offer.
- Parents and carers receive up-to-date information about their children's learning and progress. The childminder also shares strategies to support children's learning at home. For example, she provides ideas to parents to support their children during toilet training. The childminder also shares information with schools to ensure consistency in children's care and education. This also promotes a positive transition for children.

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:

- strengthen the planning of activities to consistently incorporate younger children's interests, to help them to sustain engagement in their learning.

Setting details

Unique reference number	EY383041
Local authority	Derbyshire
Inspection number	10407358
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 11
Total number of places	6
Number of children on roll	14
Date of previous inspection	7 January 2020

Information about this early years setting

The childminder registered in 2008 and lives in Duffield, Derbyshire. She operates during term time, from 7.30am to 5.30pm, Tuesday to Friday, except for bank holidays. The childminder holds an appropriate qualification at level 4. She provides government funded childcare.

Information about this inspection

Inspector

Amy Johnson (EM)

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder and inspector discussed how the curriculum is implemented and the impact 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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