

Childminder report

Inspection date: 29 July 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 are supported to become increasingly independent. They watch and copy the childminder as she models how to use safety knives to chop vegetables. Children peel their own bananas and learn how to use cutlery to feed themselves. The childminder adapts her environment based on the needs of the children. All children, including those with special educational needs and/or disabilities (SEND), make good progress from their starting points. Children show a good level of engagement in planned activities. They take it in turns to choose an object from a bag. The childminder encourages them to think what nursery rhyme the object links to. Children enthusiastically join in with the rhymes using actions and words. The childminder suggests new ideas as children enjoy watching birds on the bird feeder. She introduces a book about birds and talks to children about the individual features of the different species. Children help themselves to binoculars to look for birds to match to ones they see in the book.

Children's emotional well-being is supported well. Children form positive relationships with the childminder. They settle quickly into her care and confidently explore the home and resources provided. The childminder helps children to learn to understand their emotions and how they are feeling. For example, children recognise when they are feeling tired and seek comfort and reassurance from the childminder when they are upset. Furthermore, the childminder helps children learn to develop empathy. For example, she encourages children to reflect on how their actions may make others feel.

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 as children play. For example, the childminder introduces the word 'stalk' as children help to prepare vegetables for lunch. Children listen and repeat new words that they hear.
- The childminder interacts positively with children during planned activities. At these times she builds on what children know well. For example, the childminder helps children to gain a greater understanding of colour as they use paint in a colour mixing activity. However, during spontaneous play the childminder's interactions are not always as purposeful to further extend children's learning.
- Children develop their social skills. She encourages children to take turns using their names. Children also problem solve with the childminder to make it fair. For example, the childminder supports children to give an equal number of toys each. Children develop an understanding of sharing. Additionally, children regularly attend playgroups where they meet people of different ages, cultures and abilities. Children broaden their social skills in new situations.
- The childminder plans activities to support children's understanding of the world.

For example, children grow tomatoes at the childminder's home. Additionally, the childminder provides regular visits to an allotment, where children learn to look after plants and grow food.

- Children develop their mathematical understanding. For example, the childminder encourages children to point and slowly count pictures of aliens in a story book. This help develops children's counting skills.
- The childminder provides activities to develop children's small muscles, which helps to support early writing skills. For example, children learn to handle tools such as scissors and glue sticks correctly to cut and stick when creating collages. Additionally, the childminder provides experiences for children to develop their physical development. For example, children attend weekly gymnastic sessions where they learn to balance and jump off large apparatus such as a beam.
- The childminder sets age-appropriate expectations. Children follow the daily routines. For example, children know to wash their hands before eating and to put the rubbish in the bin when they have finished. Children show positive behaviour and understand what is expected of them.
- The childminder works effectively with outside agencies to support children especially those with SEND. When working together, they assess and identify next steps in learning. As a result, the childminder gains a wealth of knowledge and skills to support children.
- The childminder works collaboratively with parents. She shares information with parents about children's development and ideas on how they can support children's learning at home. She maintains a two-way exchange of information during daily drop offs and through messages. The childminder also shares information with schools when children are due to attend. This supports transitions into school to ensure consistency in care and education.
- The childminder is committed to her own professional development. She seeks a variety of training opportunities reflecting on her practise. This helps her to continually improve the care and education she offers.

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 interactions during children's spontaneous play to help build on what they already know and can do.

Setting details

Unique reference number	EY398843
Local authority	Derbyshire
Inspection number	10399843
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 10
Total number of places	4
Number of children on roll	7
Date of previous inspection	17 December 2019

Information about this early years setting

The childminder registered in 2009 and lives in Long Eaton, Nottinghamshire. She operates all year round from 7.30am to 4:00pm, Monday to Thursday, except for the Christmas week, bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amy Johnson (EM)

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure 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 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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