

Childminder report

Inspection date:

12 August 2025

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children receive comfort from the childminder, when needed. For instance, when very young children wake from sleeping, she gives them time to wake fully. She is responsive to their needs and provides a caring touch, such as a rub on the side of their face. This helps children to feel safe and secure in her care.

The childminder's paediatric first-aid qualification has recently lapsed. This is a breach in requirements. However, this has minimal impact on children as the childminder knows how to respond in the event of an accident or emergency.

Older children are supported by the childminder to develop their mathematics skills. This includes children taking turns in activities to identify different sizes of apples and to compare the weight of apples on weighing scales. The childminder weaves positional language into children's play to help them understand concepts such as 'behind' and 'under'. Younger children are supported to challenge their physical skills, such as to negotiate surfaces of different levels. The childminder gives encouragement and time for children to complete movements on their own. Older children copy the childminder when she shows them how to use a knife safely to cut apples. Children learn how to recognise and use different knives.

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

- Children help the childminder to plant and grow vegetables in the garden, including spring onions, red onions, cucumbers and tomatoes. Children harvest the food when it is ready. The childminder asks children to taste the food and take some of it home. This helps children to understand the process from ground to plate.
- The childminder does not meet all the requirements of her registration. Her paediatric first-aid qualification has lapsed. This has no significant impact on children's welfare because her current qualification expired within a short period of time and she is booked on an appropriate course to update this.
- The childminder reflects on her practice and identifies improvements. Recent changes include identifying in more detail children's abilities on entry and their progress between the ages of two and three years old. This helps her to more accurately identify how to support children's next steps in learning. This results in children making good progress from their starting points in learning.
- The childminder helps children to learn how they can keep themselves safe. For example, she talks to children about road safety. Children take part in fire evacuation drills in the home. When undertaking fire drills, the childminder sings songs with children about how to evacuate the building safely. This helps children to remain calm. She gives children certificates afterwards to reward them for taking part.

- Children are keen to explore and investigate the toys and resources offered. However, sometimes, the childminder does not fully use children's emerging interests to help build on what they already know and can do. For example, when children mix coloured water, the childminder does not help them to understand how they made a certain colour. Furthermore, when children show an interest in dandelions in the garden, the childminder does not help them to build on what they already know about dandelions.
- Children are supported to regulate their emotions. For instance, if children become upset, the childminder supports them to be calm. This includes asking children to pretend their fingers are candles and to slowly blow them out. The childminder praises children's achievements, such as for wiping their wet feet on a towel before putting their shoes on. This helps to raise children's self-esteem.
- Partnership working with parents is effective. Information is shared about the children's day. The childminder supports parents with their children's needs at home, such as to talk about foods children will try with the childminder to encourage children to expand their diet at home.
- The childminder uses additional funding that some children receive to meet their individual needs effectively. This includes purchasing equipment for children to look more closely at the world around them and to talk about what they can see, encouraging their communication skills.

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 meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
maintain a full paediatric first-aid certificate.	05/09/2025

To further improve the quality of the early years provision, the provider should:

- use children's emerging interests to help build on what they already know and can do.

Setting details

Unique reference number	EY414970
Local authority	Derbyshire
Inspection number	10407662
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	16
Date of previous inspection	15 January 2020

Information about this early years setting

The childminder registered in 2016 and operates from her co-childminder's home in Sutton-in-Ashfield. She operates from Monday to Friday during term time, and Tuesday to Friday in the school holidays, from 7.30am to 5.15pm, except for bank holidays and family holidays. She provides funded early education for children from the age of nine months.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- The childminder and the inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities in the co-childminder's home and local woodlands and assessed the impact this has on the children's learning.
- The children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of a mathematics activity with the childminder.
- The inspector held discussions with the childminder and her co-childminder. She reviewed a sample of documentation.
- Written feedback from parents was reviewed by the inspector, who took account of their views.

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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