

Childminder report

Inspection date:

8 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

Children demonstrate strong bonds with the caring childminder. Older children are confident to ask her for help if they need it. Younger children receive cuddles and reassurance if they become upset. Children behave well and follow the instructions the childminder provides, such as helping to tidy toys away. The childminder supports children to take turns and share resources. Children are kind to each other and offer help when their friends cannot find their jackets or bags. The childminder carefully plans and manages transitions when children first attend. She follows their home routines, such as when they usually sleep and what music they like to listen to. Children demonstrate that they feel well settled as they are curious. They crawl and explore in the childminder's garden. Older children learn to keep themselves safe. The childminder teaches them how to use scooters and tricycles.

Children show high levels of engagement as they play happily with their friends. They enjoy role play and invite the childminder to join in with their activities. Children make pretend cups of hot chocolate and offer these to their friends. The childminder supports their imagination as she asks them what ingredients they need to make their cakes.

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

- The childminder has a clear curriculum that helps children become ready for their next stage of learning. Children demonstrate their self-care skills as they change their clothes independently after a wet activity. The childminder supports children to turn the tap on to wash their hands. Children show their resilience as they put on their shoes. They identify that they are on the wrong feet and swap them with encouragement from the childminder.
- The childminder supports children's communication and language development. Younger children enjoy listening to the childminder sing nursery rhymes. They try to copy the actions she makes. The childminder teaches children new vocabulary. Children practise this as they successfully identify different fruits and vegetables. The childminder learns key words and phrases in different languages to ensure that all children can be understood. All children, including those who speak English as an additional language, make good progress from their starting points.
- Children benefit from opportunities to develop their physical skills. The childminder provides coloured water and different containers for children to practise pouring. She teaches them how to use a funnel to fill bottles. Younger children enjoy scooping and digging in sand to find hidden objects. Older children learn to aim as they throw a ball. The childminder teaches them how to pick up a ball and throw it into a basket.

- Children learn to develop a love of books and reading. The childminder provides a range of different book genres, which children access independently. Children enjoy learning about trees. The childminder uses a book to teach children that trees make oxygen and that we need oxygen to breathe. Children identify animals in the book, such as squirrels, and learn that they hide the nuts they find from trees.
- The childminder builds on children's mathematical skills. She skilfully incorporates counting into tasks, such as tidying up, and she supports children to count the bricks as they put them away. Older children begin to learn to recognise some numerals. Children learn some mathematical language, such as 'bigger' and 'smaller'.
- Parents praise the childminder. They say their children enjoy attending and benefit from the wide range of carefully planned activities she provides. Parents say their children have made lots of progress with their independence and social skills since attending the childminder's home. Parents say the childminder communicates regularly with them. However, the childminder has not yet established effective partnerships with other settings children attend. This means that information about children's learning and development is not always shared to allow children to make higher rates of progress.
- The childminder attends regular training to keep her knowledge and skills up to date. She reflects on areas she wishes to improve and attends relevant courses to close the gaps in her own knowledge and further support children's learning.

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:

- develop partnerships with other settings that children attend to promote continuity in their learning and development.

Setting details

Unique reference number	EY430291
Local authority	Derby
Inspection number	10408308
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	30 January 2020

Information about this early years setting

The childminder registered in 2011 and lives in Littleover, Derbyshire. She operates from 7.45am to 5pm, Monday to Thursday, term time only. The childminder provides funded early education for children from the ages of nine months to four years.

Information about this inspection

Inspector

Rachel Barsby-Robinson

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about the 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 is having on the children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector observed the interactions between the childminder and the children.
- 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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