

Childminder report

Inspection date: 8 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 very happy and content in the childminder's care. The childminder has a warm and caring nature with children and creates a welcoming environment. Children develop secure attachments. They enjoy cuddles and reassurance from the childminder when needed.

The childminder has high expectations for children and supports their individual learning by following their interests. She supports children as they use their imagination and show positive behaviour. Younger children have fun making pretend meals together, such as soup and cakes, which they kindly offer to their friends. Older children use natural objects when they make 'potions' in a pretend kitchen. The childminder provides children with different materials to help build on their play experiences. This includes giving children bottles that include coloured water. Children use these to help develop their fine motor skills as they squeeze the bottles and explore what happens when they mix colours. The childminder provides older children with more challenging activities, such as threading. This helps them to develop the small muscles in their hands in readiness for early writing. Children show high levels of perseverance as the childminder supports them to use beads to thread onto laces.

Children actively engage in outdoor play within the well-equipped garden to develop and practise their physical skills. The childminder helps younger children to climb steps to the slide, holding their hand for balance. Older children show good coordination and learn how to take safe risks, such as when they make their way up the climbing wall.

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

- The childminder ensures that children wash their hands and put their hand to their mouth when they sneeze. Children are provided with drinking water and plenty of physical activity in the fresh air. However, the childminder's curriculum does not help children to understand how these healthy practices can impact positively on their bodies and health.
- The childminder skilfully supports children's communication and language skills. For instance, she introduces a range of new vocabulary as children excitedly explore a tray of soil with hidden pretend insects. They discuss the differences between worms, centipedes and dragonflies. The childminder encourages conversations, adding vocabulary and using repetition to support children to remember more. This helps children to become confident communicators.
- Overall, children benefit from the childminder's strong partnerships with parents and carers well. For example, the childminder shares information with parents about what their children are learning. She supports parents to continue

children's learning at home. This includes sending 'learning packs' for children to work on their next steps of development. However, the childminder does not collect information from parents about children's learning when they start at her setting. This means she does not have a thorough understanding of children's levels of development to help her plan for their next steps in learning from the start.

- The childminder teaches children how to behave well. She uses strategies to promote children's good behaviour. For instance, she shows children a sand timer to let them know how long they have to tidy away toys. The childminder actively fosters children's understanding, respect and empathy for others. For example, when children are taking turns to go down the slide, she reminds them to check the bottom of the slide is clear before going down. Children benefit from an abundance of praise. This helps children to behave well and creates a calm learning environment.
- The childminder is reflective and takes effective steps to keep her knowledge and skills current. For example, she has recently benefited from starting an online course about child development to help develop her understanding of how children learn best through play. One example of this is during an activity where children build with magnetic blocks. The childminder encourages children to solve mathematical problems, such as which cars will fit into the model they have built.
- The childminder gets to know children's individual ways of learning. She assesses their ongoing achievements and plans interesting activities to support their next steps of development. As a result, children remain highly engaged in their play and show positive attitudes to learning. For example, when older children start to form the letters of their name, they hold it up to show the childminder and say, 'ta da', showing a sense of achievement.

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:

- gain a greater understanding of children's prior learning from parents when they first start to inform the curriculum from the outset
- help children to learn how following healthy practices can impact positively on their bodies and health.

Setting details

Unique reference number	EY467150
Local authority	Derby
Inspection number	10388527
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	16 July 2019

Information about this early years setting

The childminder registered in 2013 and lives in Alvaston, Derby. She operates all year round from 8am to 5pm, Monday to Thursday, except for Christmas, bank holidays and family holidays. The childminder offers government funded childcare.

Information about this inspection

Inspector
Kate Francis

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- 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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