

Childminder report

Inspection date:

6 March 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children learn to be happy, independent and confident communicators. For instance, two- and three-year-old children build strongly on their language skills as they investigate what happens when they make their own swamp and jungle for their model dinosaurs out of leaves, grasses, seeds and other natural materials. They use words and phrases, such as carnivore, herbivores and 'the long-necked brontosaurus', accurately inspired by the books they share with the childminder.

Children make strong and consistent progress from their individual starting points during their time with the engaging and thoughtful childminder. They are very well prepared for the next stage in their education and development, including starting school. Children learn, for example, to play together purposefully, to listen to each other and feel confident to express their thoughts and opinions. They explain to each other why they prefer particular coloured scarves for their dance and song activity. For example, they say, 'The yellow makes me smile. It's sunny,' and describe their favourite books and characters.

Children are safe and secure. They rise to the childminder's high expectations for good manners and friendly behaviour. Parents comment on the confidence their children acquire in their physical play and their knowledge of road and travel safety through the many train and bus rides the children take.

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

- At the centre of children's learning is the rich development of their communication and language skills. The childminder carefully introduces children to a rich vocabulary built on their interests and increasingly wide knowledge of the world. She consistently helps children to use their emerging language skills through very carefully considered questions, such as 'I wonder how...' or 'what do you think will happen?', and encourages them to build on their responses with further suggestions.
- The childminder is highly ambitious to ensure that every child achieves their full potential before moving on to the next stage in their learning. She builds on her previous childcare experiences in nursery settings through sharply focused and extensive training and review of her practice. She builds on her well-planned curriculum through regularly sharing ideas with other early years professionals.
- The childminder knows the children very well through her own observations and through regular discussions and feedback from parents and other settings some children attend. She accurately identifies the children's most relevant learning needs to secure their progress and plans thoughtfully to meet these needs.
- The childminder brings learning to life through developing children's love of books, rhymes and songs. She systematically builds their knowledge and

appreciation through the many opportunities to share well-chosen books. They learn to repeat, with relish, favourite parts of a story and explain the role of the author, the illustrator and the blurb on the back cover of a book.

- The childminder helps children to develop a deep understanding of number and early mathematical language. They learn to accurately match quantities of numbers to their counting to five, for example, as they use puppets and model animals to act out their large repertoire of counting songs. They organise objects by size and shapes in their construction and creative activities, challenged to name and explain their understanding through the childminder's questions and commentary as they play.
- Children learn to extend their awareness of their world through many imaginative experiences. For example, they have penpals in early years settings around the world. They compose letters with the childminder to share their experiences and learn about Ramadan and songs in Welsh and Spanish, for instance, in return. They travel weekly on the bus and train to museums, botanical gardens and forest schools or have visits from postal workers and other workers that broaden children's interests and enrich physical and other skills.
- The childminder plans for and supports children's positive personal development, behaviour and attitudes. She is consistently mindful of the children's immediate personal and emotional needs and uses smiles and praise to reassure them and build relationships. They learn to use good manners as they enjoy their healthy snacks and meals in a calm and friendly atmosphere.
- The childminder builds a strong working partnership with parents who strongly recommend the childminder's provision. They comment on the positive impact she has on all areas of their children's development and appreciate the very good guidance they receive on supporting learning in the home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2701127
Local authority	Derbyshire
Inspection number	10372494
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 4
Total number of places	3
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in High Peak, Derbyshire. She operates all year round, from 8am to 5pm, Monday to Thursday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded childcare for two-, three- and four-year-old children.

Information about this inspection

Inspector

Andrew Clark

Inspection activities

- The childminder showed the inspector around the premises, indoors and outdoors, 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 and assessed the impact on children's learning.
- The inspector spoke to children as they played.
- Parents shared their views of the childminder's setting through their written feedback.
- 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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