

Childminder report

Inspection date: 10 September 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children happily enter the setting and settle quickly. The childminder thinks carefully about providing activities and experiences that engage and motivate each child. The childminder's curriculum meets the needs of the children attending. She carefully takes the time to provide learning to take the children onto the next steps in their learning.

Communication and language, and the development of confidence and independence, are important in the childminder's curriculum. Children use a range of vocabulary and ask questions like 'I wonder where they could be?' The childminder reinforces language and pronunciation by repeating words, reading stories and singing songs. During activities, such as making play dough, children make links to their home life and talk about their family and the things they like.

The childminder is knowledgeable about children's physical development needs and the important role these play in all aspects of children's development. Children have opportunities to balance and stretch as they use stepping stones in the woods. In another example, the childminder prepared an owl scavenger hunt outside to develop children's fine motor skills, such as pinching clothes pegs with their fingers and counting objects as they touch them. These activities had links to a book they had been reading together.

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

- The childminder has a well-defined curriculum in place and knows what she wants the children to learn. She has a secure knowledge of child development and knows the children she cares for well. She understands them and how they learn as individuals.
- The curriculum is delivered through children's interests and play. The childminder carefully weaves children's next steps into play. For example, a child hides hoops around the setting for the childminder to find. As she finds them, the childminder carefully reinforces the children's understanding of number by counting them, demonstrating one-to-one correspondence to develop children's accuracy when they count. This interaction helps to secure her assessment of the child's understanding and to plan for their next steps in learning.
- The childminder attends training and development events to ensure she keeps up to date with current thinking and can make her practice even better. This means that children receive experiences that are continually being evaluated and improved. For example, she incorporates physical movement into story times, as this supports the development of children's memory. She also makes links with other childminders, and they share ideas and examples of good practice.
- The childminder includes a range of different experiences as part of the

curriculum to broaden children's understanding of people and places in the local and wider community. For example, she has books that depict differences, they visit the woods, park and the local farm, and they take the train into Manchester to visit places such as Chinatown.

- The childminder encourages children to look at books, and they read stories together. Some children have little interest in books. The childminder does not take opportunities that arise through children's interest in something to support them to look at and use books to find out more. For example, when children started to play with pirates, the childminder did not take the opportunity to promote looking at books to help to extend children's knowledge.
- Children learn to manage their personal care needs independently. This helps them to develop their confidence and self-esteem. For example, they attend to their own toileting and wash their own hands. They are supported well to put their own shoes on the correct feet.
- Relationships with parents and families are very productive. Parents are overwhelmingly positive about the care and education their children receive and the wealth of information shared by the childminder. She shares information about children's progress with parents and suggests ways they can support their children's learning at home. She offers advice and support for their children's developmental needs, such as achieving independent toileting.
- The childminder provides children with a clean, well-organised and safe environment. She supports children to understand the importance of good hygiene through fun, engaging and developmentally appropriate ways.
- Children behave well and follow the rules and expectations of the setting. The childminder gently reminds children to say please and thank you to help develop their manners.

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:

- take every opportunity to make links to books and stories, particularly for children who are reluctant to look at books.

Setting details

Unique reference number	2730387
Local authority	Derbyshire
Inspection number	10399880
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 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Buxton, Derbyshire. She operates all year round from 7.30am until 5pm, Tuesday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Sarah Quinn

Inspection activities

- 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 the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector carried out a joint observation of an activity.

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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