

Childminder report

Inspection date: 20 March 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

The childminder has a calm and kind manner, which puts children at ease. Her gentle support and guidance helps to settle new children into her care. Children quickly develop confidence and a sense of belonging. For example, toddlers choose their favourite books from the shelf and take them to the childminder to share. Children show that they feel safe and happy, such as when they giggle along with the childminder at the sounds the toys make. They benefit from plenty of praise and encouragement, which helps to raise their self-esteem. The childminder has appropriate expectations around children's behaviour, which helps children to learn right from wrong.

The curriculum is broad and balanced. The childminder provides appealing activities and experiences, in her home and the community, that support children's all-round development well. Her accurate assessments of children's abilities inform her plans for their learning. The childminder takes account of what each child needs to learn next, which helps to ensure that children build on what they know and can do. The childminder weaves children's interests into plans for their learning. This encourages children to become involved and contributes to their increasing levels of motivation and concentration.

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

- The childminder understands the ways young children learn. She provides a balance of planned activities to teach children specific skills, alongside opportunities for self-led play and learning. Children's play is unhurried, and the childminder gives children plenty of time to repeat and practise new skills. For example, children enjoy walking up and down the steps, learning how to control their bodies and develop their balance. They investigate a range of balls, exploring their different colours, sizes and weights.
- Children are curious and inquisitive learners, who focus well during their play. For example, they explore how they can collect and transport water in cups, practising their pouring skills. Children show resilience when solving problems during their play. For example, they keep trying when matching the correct pieces of an egg-shaped puzzle together.
- There is a focus on supporting children's communication and language development. The childminder clearly models new words and sounds to them, for example by naming the pictures on posters displayed in her home. Children confidently attempt words and their language is becoming increasingly clear and meaningful. They show an interest in stories and songs and are beginning to join in. Parents and carers praise the childminder for the positive impact she has had on their children's speaking skills.
- Partnerships with parents are important to the childminder. She ensures that

they receive plenty of information about their child's activities and learning. The childminder gathers information from parents about their children's routines and preferences to help her to tailor her care to their needs. However, the childminder has not fully embedded the arrangements to gather more detailed information from parents, to support her in evaluating her provision and to inform her teaching plans.

- Experiences in the local community form an important part of the childminder's curriculum. She regularly takes children to group activities where they have valuable opportunities for social interaction. This helps children to develop relationships and understand the needs of others. The childminder uses visits to local outdoor spaces to help children to develop an understanding of the natural world.
- The childminder liaises with other childminders, and they share ideas for good practice. She is mindful to keep her knowledge current, for example by attending relevant training courses. However, currently, her professional development is focused on meeting the legal requirements and responsibilities. The childminder identifies that she would like to develop her teaching skills and build further on the good quality of education.
- Children benefit from plenty of fresh air and exercise. For example, toddlers run freely in the garden and develop specific skills, such as throwing and kicking a ball. The childminder encourages children to eat a wide variety of foods to ensure that their diet is balanced and nutritious. This helps to support children's good physical health.

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:

- gather more information from parents to help evaluate practice and build further on the already good outcomes for children
- focus the arrangements for professional development more precisely on raising the quality of education towards outstanding levels.

Setting details

Unique reference number	2705532
Local authority	Durham
Inspection number	10376267
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	1 to 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Stockton-On-Tees. She operates all year round, from 7.30am to 4.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds qualified teacher status. She offers government funded childcare.

Information about this inspection

Inspector

Clare Wilkins

Inspection activities

- The inspector viewed the areas of the childminder's home that are accessed by children. The childminder talked about how she ensures that her home is safe and suitable for childcare.
- The childminder explained how she organises her provision and shared the aims for her early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder talked about how she manages her provision and shared a sample of relevant documents to support this discussion.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- Parents shared their views through written feedback.

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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