

Childminder report

Inspection date: 10 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 noted that, since the COVID-19 pandemic, some children now show weaker basic play skills. She, therefore, prioritises what she describes as 'traditional' play and real-life experiences to address this. Children enjoy unhurried play outdoors, with plenty of opportunities to explore, investigate and work out ways to solve problems. They show curiosity about the world around them. They ask the postman about his job and talk to refuse collectors about how they can help to keep their local area clean and tidy.

Children benefit from a curriculum that is enriched with activities and outings that give them access to a wide range of knowledge, places and concepts they might not otherwise experience. For example, they learn what a brass band sounds like and about different types of dancing. The childminder carefully plans meaningful ways to build on children's knowledge and skills. This contributes to the good progress that all children make.

The childminder is attentive and has a gentle and supportive, yet fun, approach to caring for children. She provides familiar routines and plenty of reassurance, which help children to feel safe and secure in her care. Children are confident and play happily together. The childminder teaches children kindness and courtesy, and they develop good manners and consideration for others.

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

- The childminder values the importance of language development and its impact on all aspects of children's learning. Books and stories have a consistent role in planned activities and independent play. The childminder reads with skill, helping children to hear and learn new words. Children develop a love of books and frequently choose one to share with their friends. They 'read' to one another, recalling key parts of the story. Children are extremely articulate, and they develop a wide vocabulary.
- All children make good achievements. The childminder thinks carefully about what she wants children to learn. This, generally, helps children to build on what they know and can do. However, there are occasions, particularly indoors, when some activities are overly challenging for younger children. At such times, younger children enjoy watching older children play. However, they are not as well engaged in purposeful play and learning as older children are able to participate more fully.
- There are plenty of opportunities for children to develop their physical skills through movement activities, such as dancing. They learn to control their bodies, for example, by stopping on cue, which reflects the childminder's thoughtful teaching approaches. Babies crawl and clamber over foam blocks, developing

their balance and coordination, which helps them to take their first steps. This focus on active play also supports children's good physical health and mental well-being.

- Overall, children are curious learners who are keen to take part in activities. For example, they show awe and wonder when looking closely at snowflakes on the window. They enjoy a party game to celebrate a toy bear's birthday, learning to wait and take turns. However, there are occasional lapses in attention, for example, when the childminder carries on with her teaching while some children are ready to move on. Children become slightly restless, and learning is interrupted.
- Continuous professional development has a positive impact on the care and education that the childminder provides. She reflects thoughtfully on her practice and demonstrates a strong commitment to ongoing improvements. For example, following her studies, she has extended the range of information that she gathers from parents. This has helped her to be even more responsive to the needs and interests of children.
- The childminder places significant importance on building self-assurance, independence and resilience. She helps children to make choices in their play and welcomes their ideas and suggestions, which helps them to feel valued. Children benefit significantly from praise and encouragement. They show great pride in who they are and what they can do. For example, they demonstrate their ballet skills and tell their friends, 'I am such a good singer!' Children's high levels of confidence help to prepare them well for later life and 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 strategies to support younger children's participation in learning even more consistently during time spent indoors
- review and adapt teaching strategies during activities to sustain children's attention and engagement in learning even more effectively.

Setting details

Unique reference number	2709864
Local authority	Durham
Inspection number	10380240
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 11
Total number of places	12
Number of children on roll	21
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Consett. She operates all year round, from 7.45am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder is a qualified teacher. She works with an assistant, who is also her mother. The childminder offers government funded early education sessions and receives additional funding for disadvantaged children.

Information about this inspection

Inspector
Clare Wilkins

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable. She talked about the aims and rationale for her early years foundation stage curriculum.
- The inspector talked to the childminder, her assistant and the children at appropriate times during the inspection.
- The childminder provided a sample of relevant documents to support discussions about leadership and management matters.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- 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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