

Childminder report

Inspection date: 27 June 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 arrive with big smiles. They cheerily wave goodbye to their parents and carers, and hang up their belongings. The childminder provides each child with a special bag and peg, which encourages a sense of belonging. From the start, the childminder promotes independence, encouraging children to remove their own shoes and coat. Children are familiar with the daily routines and show high levels of emotional security. At group time, they join in a 'hello' song, during which the childminder uses each child's name and some simple signs to encourage their involvement. This reflects the childminder's inclusive approach and helps each child to feel welcome and valued.

The broad and balanced curriculum is shaped by the childminder's clear understanding of children's abilities and of what they need to learn next. This helps to ensure that all children make good progress in their learning. The childminder offers children opportunities for independent learning and adult-led experiences that she plans around their interests. This motivates children, who are busy learners and concentrate well. The childminder links activities to familiar stories. For example, when children enjoy the same fruit that the caterpillar eats in their favourite book. This helps to consolidate children's learning, and they recall the main parts of the story.

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

- Activities spark children's curiosity. For example, they watch live caterpillars forming a chrysalis with awe. This helps children to learn more about the natural world. The childminder extends children's learning through creative tasks, such as making caterpillars with cotton wool. Children are keen to join in and show positive attitudes to their learning.
- Overall, the childminder has clear intentions for children's learning. At times, however, she gives greater attention to older children during adult-led activities. Occasionally, while younger children do play happily and show an interest in their surroundings, their activities are not as clearly focused on helping them to build even more successfully on what they know and can do.
- Assessments are accurate and inform the childminder's teaching. She oversees children's progress and quickly identifies children who may need extra support. The childminder puts personalised plans in place, made in partnership with parents and other professionals, where appropriate, to help children to make swifter progress. This helps children to develop the skills and knowledge that they need to succeed in later life and learning.
- Conversations during children's play and modelling of new vocabulary, generally, support their early communication well. For example, children respond with, 'That is a good idea' when the childminder suggests they look for ladybirds in

the garden. At times, however, children become overwhelmed by the number of questions that the childminder asks in quick succession. At such times, children do not have enough time to think and respond. They stop listening and interactions are less effective.

- Children benefit from plenty of praise that encourages their positive behaviour. The childminder models respect and kindness, and children learn to be polite and considerate. They learn to take turns, for example, when they wait patiently for their friends to choose their snack before them. Children respond positively to the childminder's expectations and follow her instructions.
- Parents are very pleased with the variety of activities their children take part in and say that 'no two days are the same'. They say children have 'come on leaps and bounds'. The childminder acts on parents' feedback when evaluating her practice. For example, she has extended the ways that she shares information with parents to make sure that it is easily accessible to everyone.
- The childminder is aware that children come to her with a wide range of experiences. She plans local outings and visits to group activities to help children to learn about the world around them. The childminder uses additional funding well, for example, to help children to attend music groups, where they make new friends and build on their social skills. Children, particularly those who may not otherwise have the opportunity, enjoy visits to the forest and the beach.
- Children have plenty of opportunities for fresh air and exercise. The childminder provides nutritious meals and snacks that help children to understand the importance of a healthy lifestyle. She teaches them about ways to keep themselves safe. For example, children learn about road safety, to understand risks and to be careful, such as when climbing.

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:

- focus more precisely on younger children's learning needs during activities to help them to learn even more
- use well-paced and responsive interactions more consistently to support children's language development and thinking skills even more effectively.

Setting details

Unique reference number	2719383
Local authority	Sunderland
Inspection number	10392333
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 11
Total number of places	9
Number of children on roll	19
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Sunderland. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder employs three assistants, two of whom work with her regularly and hold relevant early years qualifications, including one with qualified teacher status. The childminder offers government funded childcare and receives additional funding for disadvantaged children.

Information about this inspection

Inspector

Clare Wilkins

Inspection activities

- The inspector viewed the areas of the childminder's home that are used for childcare. The childminder explained how she ensures that her premises are safe and suitable for childcare.
- The childminder spoke to the inspector about how she organises her provision and about the aims of her early years curriculum.
- The inspector observed the quality of education and assessed the impact on children's learning and development.
- The childminder and inspector jointly evaluated an activity in the garden.
- The inspector spoke to the childminder and her assistants at appropriate times during the inspection. She also interacted with the children who were present.
- The childminder provided a sample of relevant documents to support discussions around the leadership and management of her provision.
- The inspector spoke to two parents during the inspection and took account of feedback from others through the written feedback provided.

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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