

Childminder report

Inspection date: 4 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

The childminder is dedicated to providing the best possible care and learning. Children are very happy in the childminder's care. They thoroughly enjoy singing and dancing and eagerly anticipate the next song or actions. Children beam as their favourite song plays or as they march around the room, altering their speed to the tempo of the music. The childminder places a high priority on keeping children safe. Children are supervised exceptionally well. The childminder takes decisive action when she identifies potential hazards. For example, she has organised furniture in the various rooms to reduce opportunities for children to run indoors. She teaches children how to use knives safely and with control. Children are very skilled as they cut fruit using one hand to hold the fruit.

The childminder's curriculum is ambitious. She seizes opportunities to develop children's counting. She helps children to make links with previous learning. Children behave well and follow instructions swiftly. They quickly respond when the childminder asks them to climb down from a chair or window sill. They understand the childminder's expectations. This is evident as they line up when they are asked to wash hands for snack and then sit at the table to wait for this.

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

- The childminder's evaluations and professional development are precisely focused on improving children's learning. She takes swift action when she identifies areas for development. For example, she has reorganised the playroom to help improve children's engagement and concentration. She has an excellent relationship with the local authority and acts on any advice or key messages from training.
- Children thoroughly enjoy listening to stories. The childminder plans a variety of activities to strengthen children's understanding. For example, she reads the book 'The Very Hungry Caterpillar' on several occasions and develops the story further using play dough. Children listen well and have a very good understanding of the story. They discuss the main events with confidence. Older children demonstrate high levels of engagement as they use the play dough to create caterpillars and butterflies linked to the story.
- Children develop a very good relationship with the childminder and her assistants. They come in happily in the morning and greet them with enthusiasm. Other children frequently go to the childminder for cuddles or seek her out when they feel unsure.
- Children learn how to keep themselves healthy. They enjoy a healthy diet with a vast array of fruit and vegetables. The childminder gives very clear messages about how good hygiene supports their good health. From a young age, children explain that they need to wash their hands to wash all the germs away.

- The childminder places a high priority on developing children's vocabulary and language skills. Throughout the day, the childminder talks to children. She asks questions to give children the opportunity to express their thoughts and ideas. She adapts her language effectively when talking to younger children.
- The childminder does not consistently use effective strategies to help children understand the importance of listening to others. For example, sometimes, during conversations and activities, she does not remind more confident children to listen to younger or quieter children. Children lose interest in activities when this happens.
- The childminder provides effective support to her assistants. She ensures they keep their knowledge and skills up to date through regular training and meetings. She ensures any training they attend enhances children's learning further.
- The childminder has a very good relationship with parents. She uses a range of methods to communicate with them and to keep them informed of their children's progress. She talks to parents about what children are doing at home to help her to plan for children's learning more effectively.
- The childminder has thought carefully about her curriculum and what she wants children to learn. For example, she makes good use of opportunities to support children's counting as they look at books or play with the play dough. However, the childminder does not consistently plan well enough to provide the highest levels of support and challenge to older children. Some activities are not always appropriate for children's level of development. When activities are too easy or too hard, this impacts on children's concentration.

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:

- use more effective strategies to help children to develop their listening skills
- provide higher levels of support and challenge to older children to further support their good progress.

Setting details

Unique reference number	2726494
Local authority	Middlesbrough
Inspection number	10399251
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 8
Total number of places	24
Number of children on roll	27
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Marton, Middlesbrough. She operates all year round from Monday to Thursday from 7.30am to 5.30pm, except for bank holidays and family holidays. The childminder has an appropriate early years qualification at level 3. She employs four assistants, two of whom have an appropriate qualification at level 3. The childminder works with up to three assistants at any time. She provides government-funded childcare.

Information about this inspection

Inspector

Elizabeth Fish

Inspection activities

- The childminder showed the inspector around her home and explained how she organises her provision.
- The inspector observed children playing and learning.
- The childminder evaluated an activity with the inspector.
- The inspector spoke to the childminder, children and assistants at appropriate times during the inspection.
- Parents provided written feedback for the purpose of the inspection.
- The childminder showed the inspector a range of documents, including the suitability checks for all household members and her assistants. She explained how she manages her provision.

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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