

Childminder report

Inspection date: 15 July 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's warm and fun-filled interactions help children to feel safe and secure. They are confident and happy in her care and develop strong bonds with both adults and other children. The childminder consistently models kindness, respect and cooperation. Children learn to consider others and enjoy helping during everyday routines. The childminder builds strong links in the local community. For example, children visit a local care home and join in events at local schools and church halls. These experiences help children to develop a sense of belonging in their community, and to understand different ways of life and values.

The curriculum is flexible to allow opportunities for children to pursue their interests and lead their own play. It is designed to help children to develop key skills and knowledge in readiness for school. The childminder has clear aims for what she wants each child to learn. She encourages independence and provides opportunities for children to make choices and solve problems. She joins in their play, introduces new knowledge and skills and helps them to extend their ideas and thinking. This contributes to the good progress that all children make. They develop confidence and self-belief, which prepares them well for future learning.

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

- The childminder makes good use of outings in the community to enrich her curriculum. She weaves learning into everyday activities. For example, children look out for numbers on buildings and signs while on a walk. They solve simple problems, such as what the next door number will be and if it will be higher or lower. In community activities such as play groups, farm visits, museums and theatre trips, children develop strong social skills and confidence. They learn about the natural world during visits to parks and play areas.
- Children engage in regular conversations with the childminder, which creates a sociable environment and helps to build their confidence in speaking. However, strategies to encourage speaking skills are not yet used consistently enough to help children make the best possible progress. Informal words and phrases limit children's exposure to accurate vocabulary, and techniques to model clear speech and extend language are not yet embedded into daily routines.
- Older children engage well during planned group activities in the play room. For example, snack time routines introduce mathematical concepts, such as halves and quarters. Children learn to cut fruit safely, developing control and care. However, the level of teaching at these times is occasionally too complex for younger children. They are not developmentally ready for these aspects of the activity and become slightly restless when they wait too long for their snack.
- The childminder is very organised and pays close attention to detail when evaluating the provision. She works closely with her co-childminder to reflect on

practice and plan improvements. They engage in professional discussions and respond to parent feedback to adapt provision, such as increasing community visits in response to suggestions. This shared approach supports children's experiences and development well. In addition, the childminder and her co-childminder have focused on supporting children's language development through specific local initiatives, which aim to boost children's language skills.

- Parents thank the childminder for making learning so much fun in, what they describe as, 'a fantastic environment that feels like home'. The childminder shares plenty of information that helps parents to further support their children at home. Parents work towards the same aims as the childminder, which helps to strengthen the progress that children make in their learning.
- Activities and routines support children's physical health and development well. The childminder includes sessions focused on exercise and movement, such as football, which help children to develop coordination and understand the benefits of an active lifestyle. Consistent and familiar hygiene practices help children to build life-long habits. They learn when and why they should wash their hands and about the importance of good dental health.
- Routines are clear and predictable. Children are familiar with how the day flows, which helps them to feel calm and secure. They know when and where activities will happen, and what is expected of them throughout the day. This consistency helps children feel safe in their environment and gives them confidence to make choices and participate actively. They behave well and respond eagerly to the childminder's expectations for kindness, cooperation and respect.

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:

- strengthen the use of strategies to help children to develop clearer speech, broaden their vocabulary and express ideas confidently
- refine the organisation of group activities so that younger children can engage meaningfully and enjoy learning at their own pace.

Setting details

Unique reference number	2731568
Local authority	Stockton-on-Tees
Inspection number	10405829
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 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered with Ofsted in 2023 and works from her own home in the Fairfield area of Stockton-on-Tees. She works with another registered childminder. The childminder operates all year round, except for bank holidays and family holidays. Opening hours are from 7.30am to 5.30pm, Tuesday to Friday. The childminder holds an appropriate childcare qualification at level 3. She offers government funded early education sessions.

Information about this inspection

Inspector

Clare Wilkins

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder explained how they organise their provision and explained the aims for their early years curriculum.
- The inspector observed the quality of education being provided in the setting and assessed the impact that this was having on children's learning.
- The inspector accompanied the childminder and children on a visit to a local residential care home.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The childminder provided a selection of relevant documents to support discussions about leadership and management.
- The inspector took account of written feedback from parents.

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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