

Childminder report

Inspection date: 9 September 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 are very happy in the childminder's care. They have a very good relationship with the childminder. Older children demonstrate this as they talk about their day with her. Younger children enjoy cuddles and reassurance, particularly as they begin to feel tired. Parents say that children love going to the childminder's house. They comment that the childminder takes time to get to know each individual child. The childminder teaches children how they can keep themselves safe. For example, she shows children where they can play in the garden and the areas that they should not access. Children play happily and safely.

Overall, the childminder's curriculum is ambitious. She plans the skills that she wants children to learn over time. For example, she provides opportunities for children to develop their shoulder and elbow muscles as they play outside or with the play dough. This helps to support their early wiring skills. Children behave well. The childminder has clear rules which she expects children to follow, including when they go outside. Children quickly learn that they need to line up before they go outside. The childminder teaches children the importance of sharing their toys with other children. This helps children to play together harmoniously.

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

- The childminder has set up her environment to support children's learning. She carefully identifies what children need to learn next and uses this information to plan her environment. She has a range of books to cover children's stages of development. This helps children to make good progress in their early reading.
- The childminder generally supports children's language and communication well. She reads books with good expression and uses questioning to encourage children to express their thoughts and ideas. However, the childminder does not consistently teach more confident children to wait their turn and listen to others. This means that quieter children have fewer opportunities to express their thoughts and ideas.
- Children have a wealth of opportunities to learn about healthy eating. For example, the childminder grows her own fruit and vegetables and incorporates them in meals. She provides opportunities for children to help prepare the vegetables, for example as they make soup. This encourages children to eat the meals they prepare with enthusiasm. Parents comment that children adore growing the fruit and vegetables.
- The childminder talks to children about her expectations to look after the spaces that they use for playing. For example, she asks children to tidy up before they have a snack. Sometimes she gives children specific toys to put away. However, there are occasions when the childminder does not reinforce this. While children tidy up some of their play spaces, they are not reminded to do this in all the

areas where they play. Sometimes toys on the floor distract other children from their learning.

- The childminder teaches children how they can keep themselves healthy. Children enjoy plenty of fresh air as they play in the childminder's garden. The childminder teaches children how to wash their hands and gives clear messages regarding this, particularly before meals and after using the toilet or playing outside.
- Overall, the childminder's curriculum is well sequenced. For example, she has thought about the stages that children go through as they develop their physical skills. She provides a range of stories and songs to develop children's communication and language.
- The childminder ensures that her knowledge and skills continue to improve. She has recently attended training on how she can support children's communication and language effectively. This has given her more confidence to communicate with other professionals about children's speech and language.
- The childminder has a very good relationship with parents. She talks to parents when they drop children off in the morning and collect children later in the day. She shares what children are learning and how they can help them at home. She provides resources such as story bags to help promote children's learning at home.
- The childminder generally provides opportunities for children to try to do things for themselves. However, she does not consistently provide enough opportunities for older children to improve their independence skills further, particularly with regard to dressing themselves. For example, she often puts children's shoes on for them or changes their clothes for them. As a result, have fewer opportunities to practise these skills themselves.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture towards 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:

- provide more consistent opportunities for all children to express their thoughts and ideas to support their communications skills even further
- remind children of the importance of looking after their environment to help them maintain high levels of concentration
- give older children time to try and do things for themselves to improve their independence skills.

Setting details

Unique reference number	2736409
Local authority	Durham
Inspection number	10405810
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 4
Total number of places	6
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Spennymoor, Durham. She operates all year round, with the exception of bank holidays and family holidays. The childminder works with a co-childminder. They open from 7am until 6pm, Monday to Friday. The childminder has a relevant early years qualification at level 3. 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.
- Parents provided written feedback for the purpose of the inspection.
- The childminder showed the inspector a range of documents, including those relating to the suitability of all household members.
- The inspector spoke to the childminder and children at appropriate times during the inspection.

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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