

Childminder report

Inspection date: 24 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 settle quickly into this calm and welcoming environment. The childminder offers warm, consistent support, helping them feel safe and secure. Relationships are strong, and children know they can seek comfort and reassurance when needed. This emotional stability enables them to explore independently and engage positively in their play.

The environment is well organised and inviting. Children are encouraged to make choices and follow their interests. The childminder plans an ambitious curriculum, with learning thoughtfully sequenced through routines, play and real-life experiences. Children show curiosity and are eager to try new things. For example, their interest in gardening leads to a focused activity, where they plant sunflower seeds, explore compost and talk about growth and change. All children, including those with special educational needs and/or disabilities (SEND), make progress across all areas of development.

The childminder is a positive role model and sets clear, high expectations for behaviour. Children show kindness, confidence and growing independence. They choose their own resources, share with others and use good manners. For example, children offer favourite toys to the childminder, their friends and visitors, showing empathy and a willingness to include others in their play. These secure foundations prepare them well for future learning and support positive attitudes to education.

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

- The childminder has a clear understanding of each child's development and learning needs. She uses observation to tailor next steps in learning, for example support for toilet training and vocabulary development. This ensures each child builds securely on what they already know and can do.
- Children are developing a love of books. They independently select stories, turning pages carefully, and join in with familiar words and phrases. For example, they choose books about animals, naming characters and describing features with growing confidence. These experiences build early reading habits and lay strong foundations for literacy.
- Children develop strong communication and language skills through high-quality interactions. The childminder introduces vocabulary through songs and play. For example, during a play session, she supports children to compare the neck lengths of a giraffe and a horse, using descriptive language to build understanding. However, background noise from the television occasionally distracts children, particularly during stories or focused activities. This reduces their ability to fully concentrate and make the most of these learning

opportunities.

- Mathematical language is embedded in everyday routines. For example, children count feet and shoes, talk about 'big' and 'small' items during a planting activity and use positional language, such as 'left' and 'right', in games. This supports the development of their problem-solving and number awareness.
- The childminder helps children take increasing responsibility for their personal needs. She encourages them to wash their hands, use the toilet and take part in routines. This helps children become more independent and confident in managing everyday tasks.
- The childminder supports healthy lifestyles through diet and physical activity. Children enjoy a balanced diet and have daily access to the childminder's large garden, where they take part in active play. This regular outdoor activity helps children build strength, coordination and an understanding of how to keep their bodies healthy.
- The childminder promotes safe behaviours through consistent routines and gentle reminders. The environment is secure and well maintained, and children respond well to clear boundaries. However, the childminder does not always explain why certain actions, such as climbing on furniture, are not appropriate. This limits children's understanding of risk and how to keep themselves safe.
- Partnerships with parents are strong. The childminder communicates regularly with families and works closely with them to support key areas, such as communication, well-being and transitions. Parents describe the setting as warm, flexible and supportive. They value the reassurance they receive about their children's care and progress. This ensures consistency between home and setting.
- The childminder is committed to ongoing professional development. She has completed a wide range of training, including safeguarding, food hygiene and pedagogy in the early years. She reflects on her practice and is proactive in seeking opportunities to extend her knowledge. This improves outcomes for children.

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:

- consider the impact of background noise, such as the television, during focused activities and story times, to help children sustain their concentration and fully engage in learning opportunities

- support children's understanding of risk by clearly explaining why certain behaviours are not appropriate, helping them learn how to keep themselves safe.

Setting details

Unique reference number	2745738
Local authority	Redcar and Cleveland
Inspection number	10405859
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	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Guisborough. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and provides funded early education for children aged nine months to four years.

Information about this inspection

Inspector

Claire Budge

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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