

Childminder report

Inspection date: 25 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 provides a welcoming, well-organised environment where children feel happy and safe. Children benefit from close relationships with the attentive childminder, who balances her attention effectively between them. For example, children often approach her for a hug. She demonstrates warm, nurturing interactions, such as gently touching children on the arm to reassure them and offering consistent praise. Children settle quickly into her care and show high levels of confidence and a sense of belonging. The childminder treats children with respect and courtesy. Children learn good manners and are kind and considerate to others.

Overall, the play-based curriculum helps all children to develop new skills and knowledge across all areas of learning. The childminder encourages children's choice, curiosity and open-ended play. Children show an interest in the world, for example, when observing caterpillars' eggs on plants in the garden. They join in a variety of sensory and exploratory activities, such as the mud kitchen, where they make potions from coloured water. Children are busy and eager learners who make good progress. Outings and visits in the local area feature strongly in the childminder's curriculum. Children build on their experiences, for example, during visits to the beach and on woodland walks, where they paddle in the stream.

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

- The atmosphere is filled with joy and laughter. The childminder knows children well and responds quickly to their interests and preferences. This contributes to how much they enjoy their time at the setting. For example, children who prefer to be active giggle while climbing over an obstacle course that the childminder creates for them indoors. Activities ignite children's interest, which contributes to their motivation and concentration during play.
- The childminder uses opportunities to teach children more. For example, when they show an interest in numbers displayed in the room, the childminder encourages counting, comparing quantities and number recognition. While children play with dinosaurs in the sand tray, the childminder models new words to support their growing vocabulary. She encourages children to develop their imaginations by creating homes and adventures for the dinosaurs.
- Children confidently select from a wide range of activities and show strong independence in their play and learning. The childminder joins in alongside them and supports learning well, for example, by narrating their play and encouraging their ideas. However, there are fewer adult-guided activities to help the childminder to sharpen learning intentions and support children's progress even more effectively.
- The childminder has high expectations for children's behaviour. Children

generally respond well to her boundaries and gentle reminders, and they learn right from wrong. However, at times, the childminder does not give children consistent guidance about behaviours to keep themselves safe, for example, by slowing down indoors when climbing and running.

- Children's independence and social skills are a priority for the childminder. For example, with her encouragement, children keep trying to take off their socks when they find it a little tricky. They glow with pride when the childminder praises their efforts. She creates opportunities for children to mix with more children, for example with children in the care of other childminders. This helps to prepare them to be confident in a larger group of children, such as when they move on to school.
- Parents appreciate the real-life experiences that their children benefit from. They say that the care and love that the childminder provides is 'phenomenal'. The childminder works with parents to monitor children's progress and share information about their learning. This good two-way flow of communication helps to provide a consistent approach to supporting children's all-round development.
- Arrangements for the childminder's own professional development have a positive impact on children's learning and their experiences. For example, following a programme of study, the childminder has extended the opportunities that children have to explore during their play. She reviews her provision often and includes the views of parents and children to help her to plan for ongoing improvements to her already good practice.
- The varied and nutritious menu that the childminder provides encourages children to try new foods and supports a healthy attitude towards eating. Consistent and familiar hygiene routines help children to learn about ways to support their own good health. The childminder offers plenty of opportunities for fresh air and exercise that further support children's physical and emotional well-being.

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:

- balance children's opportunities for independently chosen play with more focused, adult-led teaching to help children make even stronger progress
- help children more consistently to understand ways to keep themselves safe.

Setting details

Unique reference number	2748416
Local authority	Hartlepool Borough
Inspection number	10405874
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Hartlepool. She operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Clare Wilkins

Inspection activities

- The inspector viewed the areas of the childminder's home used for childcare and discussed how she ensures that the premises are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this is having on the children's learning.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The childminder provided relevant documents to support discussions about the leadership and management of her provision.
- Parents shared their views through written feedback.

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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