

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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children play happily and confidently in the childminder's care. They show a strong sense of belonging in her home. For example, they find a comfortable spot on the sofa for a rest between activities and approach the childminder for a hug when they need some reassurance. The childminder's caring approach helps children to feel safe in her care. Her bubbly personality and enthusiastic approach help to make learning fun. Routines and expectations for behaviour are consistent, which helps children to feel secure. They learn right from wrong and develop an increasing understanding of how their actions affect others.

The childminder wants children to be independent and curious and to develop a love of learning. Children enjoy a wide variety of activities that, overall, ignite their interest and encourage their participation. They are eager learners. The childminder observes children at play to help her to prioritise what they need to learn next. She then plans activities to help children to build progressively on their current skills and abilities. This helps to ensure that all children make good progress. The curriculum is further enriched by outings in the local area. Children build on their experiences during trips, for example, to the beach and the park.

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

- The childminder's accurate assessments help her to swiftly identify areas of development where children may need more support. She tailors her teaching to help children to quickly catch up in areas of learning where achievements are not as strong, and she monitors their progress closely. This helps to ensure that children make good progress across all areas of learning.
- Children have plenty of opportunities to make decisions in their play, which encourages their motivation to learn. The childminder joins their play and weaves in the skills and knowledge that she wants children to build on. For example, she encourages children to count the leaves they pick from the herb plants while making 'cakes' in the outdoor kitchen, strengthening their understanding of number values.
- Through skilful interactions, the childminder supports children to broaden their vocabulary and strengthen their communication skills. She poses problems and asks thoughtful questions, such as what they think will happen. This helps to build on children's thinking and confidence in solving problems.
- Stories and songs feature frequently in the children's day. They confidently sing and dance along to familiar tunes, which helps them to learn about rhythm and rhyme. They show they are clearly familiar with 'story time', for example when they collect a cushion and a book to share with the childminder. This supports their early literacy skills effectively.
- Outdoors, children become absorbed in activities that spark their curiosity. For

example, they spend lengthy periods exploring what happens when they combine flour and water and then add fruit and vegetables to the mix. However, when they choose to be indoors, there are fewer inspiring opportunities for play. This leads to some children becoming restless, which reduces their focus and limits their learning.

- Children help to care for the family rabbits and chickens. The childminder uses these experiences to teach children about responsibility and empathy. She often talks to the children about their feelings and uses books to teach them about ways to express their emotions. Children learn to recognise and manage their feelings, show care for others and build positive relationships.
- Ongoing professional development focuses on ensuring that the childminder supports children's safety and well-being. Plans to build further on the quality of education are less well developed. The childminder acknowledges that she would like to enhance her own knowledge and teaching skills. For example, she aims to strengthen her approach to helping children understand and respect others with different beliefs and backgrounds.
- Parents are very positive about the care and learning the childminder provides. They value the regular updates about their children's progress, which help them to build further on learning at home. Parents say that the exciting experiences on offer mean their children look forward to their time with the childminder and help them to settle quickly and happily into her care.

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:

- extend the opportunities children have to engage in appealing and meaningful play experiences when indoors
- strengthen the arrangements for professional development to further enhance the already good quality of care and education.

Setting details

Unique reference number	2771182
Local authority	Hartlepool Borough
Inspection number	10383253
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	12
Number of children on roll	13
Date of previous inspection	9 January 2025

Information about this early years setting

The childminder registered in 2024 and lives in Hartlepool. She operates all year round except for bank holidays and family holidays. Opening hours are from 7am to 6pm, Monday to Friday. The childminder employs an assistant. She offers government-funded childcare places and receives additional funding for disadvantaged children.

Information about this inspection

Inspector
Clare Wilkins

Inspection activities

- The inspector viewed the areas of the childminder's home used for childcare and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises her provision, including the aims and rationale for the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed leadership and management matters.
- The inspector spoke to the childminder's assistant and children at appropriate times during the inspection.
- The childminder provided a sample of relevant documents for inspection.
- The inspector looked at written feedback from parents and took account of their views.

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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