

Childminder report

Inspection date: 24 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

Children thrive in this warm, welcoming and well-organised, home-from-home environment. The childminder creates a calm and nurturing atmosphere, where children feel safe, valued and emotionally secure. Relationships are strong and respectful. Children show genuine affection towards the childminder. They confidently seek her support, knowing she will respond with warmth and care. This strong emotional foundation enables children to settle quickly and participate fully in their learning.

The curriculum is ambitious and thoughtfully tailored to children's interests and stages of development. Children benefit from hands-on experiences that spark their curiosity and deepen their understanding, such as exploring the natural world or using real tools in creative play. The childminder knows each child's learning journey in detail and provides meaningful opportunities. Children develop as confident and motivated learners, who take pride in their achievements.

Children demonstrate growing independence and confidence in managing everyday tasks. They make their own choices about their play, help to prepare healthy snacks and use tools, such as tweezers and choppers, with increasing skill. The childminder sets clear expectations and provides consistent and sensitive support to help children to develop strong social skills. Children behave very well. They learn to take turns, share and express their emotions appropriately.

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

- The childminder demonstrates a secure understanding of how children learn and develop. She plans a well-structured and engaging curriculum that builds on children's interests and experiences, such as exploring minibeasts or creating shape patterns with dough. This provides a range of meaningful learning opportunities across all areas of learning.
- The childminder uses assessment effectively to understand children's development. She knows each child's learning journey well and adapts her approach to meet specific needs. For example, the childminder seeks external advice when children require additional support. However, she does not use her observations of children's interests and behavioural patterns consistently to inform her planning. This means that some learning experiences are incidental, rather than purposefully designed to extend children's thinking.
- The childminder introduces new vocabulary during children's play, such as describing materials as 'smooth'. However, she occasionally uses simplified terms like 'handies' or responds before children have had time to process and reply. This reduces opportunities for children to hear more precise vocabulary and develop confidence as independent communicators.

- The childminder promotes children's health and well-being consistently through healthy routines and enriching experiences. She prioritises children's oral hygiene. For example, children learn to brush their teeth during a themed week supported by dental nurses. They benefit from nutritious and home-cooked meals and engage in daily physical activity through gardening, nature walks and outdoor play. These experiences help children to develop positive attitudes to their self-care.
- Children develop early mathematical understanding through purposeful play. The childminder introduces concepts, such as colour, shape and number, through puzzles and everyday routines. She skilfully links mathematical language to children's actions, helping them count, compare and problem solve. Children develop growing confidence and apply their knowledge independently in play.
- Children benefit from meaningful and real-life experiences. They visit the family allotment, where they grow, harvest and prepare vegetables, including pumpkins, onions, beetroot and carrots. This supports children's understanding of life cycles, healthy eating and the natural world.
- Partnerships with parents and carers are strong. The childminder communicates regularly through verbal feedback, written updates and shared assessments. Parents describe her as nurturing, professional and invested in their children's development. This positive partnership ensures continuity of learning between home and the setting.
- The childminder is reflective and committed to ongoing improvement. She actively seeks professional advice, engages in regular training and collaborates with other childminders to share ideas and enhance her practice. The childminder uses feedback and new learning to refine her curriculum and teaching approaches. This ensures that children benefit from high-quality experiences.

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:

- use observations to plan activities more precisely to support children's deeper learning and thinking
- model rich and accurate vocabulary and allow children more thinking time, to further support their communication and vocabulary development.

Setting details

Unique reference number	2775668
Local authority	Redcar and Cleveland
Inspection number	10409201
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 7
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2024 and lives in Marske-by-the-Sea, Redcar. She operates all year round, from 7.45am to 5pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder offers government funded childcare for children aged from nine months to four years. She holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Claire Budge

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that 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 interacted with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.
- Parents shared their written 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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