

Childminder report

Inspection date: 1 May 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are safe, happy and settled in the childminder's home-from-home setting. The nurturing childminder knows the children extremely well and responds to their individual needs with kindness and respect. Children have secure relationships with the childminder, enjoying her company and turning to her for comfort and reassurance when needed.

Children display positive attitudes towards their learning. The childminder holds high expectations for the children and delivers a well-planned curriculum that supports their ongoing progress. The childminder actively joins in with children's play and interacts warmly and purposefully with them. For instance, children take great delight as they use spray bottles and jugs to fill the outdoor water tray. The childminder skilfully extends their learning by suggesting they add small-world animals that live in water, encouraging thoughtful discussion and imaginative play. Children make good progress and are well prepared for their eventual transition to school.

Children with special educational needs and/or disabilities (SEND) receive exceptional support. The childminder is dedicated and passionate about helping children with SEND reach their full potential. She actively supports parents in completing referrals to relevant healthcare and educational professionals. Additionally, the childminder collaborates with a range of professionals to tailor her teaching methods, ensuring the best possible outcomes for every child. For example, the childminder uses visual aids to support children's understanding of daily routines.

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

- The childminder is reflective in her practice. She regularly attends webinars and participates in a variety of training opportunities to keep her skills and knowledge current. For example, recent training has equipped her with effective strategies to support children with SEND in their toilet training. The childminder collaborates with the local authority to evaluate her practice and actively engages with other childminders to share good practice.
- Partnerships with parents are highly effective. Parents speak positively about the childminder, praising the excellent care and the wide range of experiences she provides. They particularly like the trips to the play gym and toddler sessions. The childminder works closely with families to support children's ongoing learning at home. She regularly shares information with parents through daily conversations, diaries and learning books filled with photos of the children's activities.
- The childminder is experienced and demonstrates a secure understanding of

child development. She builds strong relationships with children and assesses their progress to identify next steps in learning. The childminder uses this information to plan a variety of activities with children's interests in mind. However, at times, the learning intentions of these activities are too broad and lack precision. As a result, some activities do not fully support children's individual next steps as effectively as they could.

- Children are confident communicators. The childminder recognises the importance of fostering children's language and communication skills. She models clear and accurate speech by repeating children's words using correct pronunciation. The childminder encourages two-way conversations, introducing new words, such as 'orcas', during activities about water animals. Additionally, children attend weekly sign language lessons, which further support their early communication skills.
- Children behave well and follow the setting's routines and boundaries with confidence. For example, children know to help tidy away before they go outside to play. The childminder is a positive role model. She supports children to manage their feelings and behaviour, play cooperatively with their friends, share and take turns effectively. Children receive constant praise and encouragement for their efforts. This supports their self-esteem and confidence well.
- The childminder promotes independence by encouraging children to develop skills that will support their transition to school. For example, children learn to put on their own shoes before going outside to play. They are also supported in managing their personal care needs and confidently wash their hands before eating and after using the toilet. Additionally, children are involved in preparing snacks by buttering bagels and chopping fruit.
- Children demonstrate confidence in using mathematical concepts during play. The childminder skilfully integrates mathematical learning into everyday activities. For example, she uses songs such as 'Five Little Speckled Frogs' to help children practise number sequencing and matching numbers to quantities. Children also learn to identify shapes, compare sizes and develop an understanding of capacity through engaging, hands-on 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:

- define the learning intentions for planned activities more precisely to fully support children's next steps in learning.

Setting details

Unique reference number	312651
Local authority	Middlesbrough
Inspection number	10392818
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	4
Date of previous inspection	3 September 2019

Information about this early years setting

The childminder registered in 1984 and lives in the Marton area of Middlesbrough. She operates during term time, from 8am to 4.45pm, Tuesday to Thursday, except for bank holidays and family holidays. The childminder has early years professional teacher status. The childminder provides government-funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Jennifer Cowton

Inspection activities

- The childminder showed the inspector around areas of her home used by children and explained how she supports children's learning and development.
- The inspector carried out a joint observation with the childminder.
- The inspector observed the quality of the interactions between the childminder and the children and assessed the impact on the children's learning.
- Parents shared their views with the inspector through written feedback.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of paediatric first-aid training and public liability insurance.

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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