

Childminder report

Inspection date:

18 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 are happy, settled and secure at this warm and welcoming setting. They build strong bonds with the childminder, who is patient and kind. Children engage well in their play as they build towers with bricks. They are curious and eager to learn. Children enjoy a wide range of activities and experiences. Children play imaginatively with toy dinosaurs and dress up as their favourite superhero. Relationships between the childminder and children are caring and warm as they play peekaboo together and share favourite stories.

Children are growing in confidence and independence. They learn how to take off their shoes and coats and choose what they would like to play with next. Children play cooperatively together. The childminder encourages them to take turns, share and be kind to their friends. She helps them to understand the impact their behaviour has on others.

Children benefit from daily fresh air and exercise. They go on walks with the childminder and take part in trips to local play areas, parks and soft-play centres. Children learn how to keep themselves healthy and safe. They enjoy nutritious snacks and learn about road safety and the importance of washing their hands before meals. Children are well prepared for school or the next stage in their learning.

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

- The childminder knows children well. She understands where they are in their development and what they need to learn next. The childminder supports children's learning well by modelling new skills and providing clear instructions.
- The childminder praises and encourages children. This helps to raise their confidence and self-esteem. However, the childminder does not consistently tell children specifically what they are being praised for in order for them to clearly recognise their achievements.
- There is good support for children's developing communication and language skills. The childminder talks to children as they play. They share books and explore pictures together. The childminder repeats children's words back to them. This helps to show them their words are valued and understood.
- Children develop strength and dexterity. They learn how to use their hands in different ways. For example, children explore with dough and craft activities. They help to decorate biscuits and make crispy cakes. These activities help children to develop the coordination needed for later tasks, such as tying shoelaces and early writing.
- The childminder provides good support for children's mathematical development. She encourages children to identify the colour of their drinking cups and the

blocks they build with. Children sort toy shapes and explore with jigsaw puzzles. They count the number of stairs they climb and how many bricks they need to build a tower.

- Children learn to socialise and explore life outside the setting as they visit local playgroups and toddler groups. They enjoy water play and taking part in picnics. Children learn about the natural world through nature walks. They collect leaves and natural objects to create pictures with when they return to the childminder's home.
- The childminder has experience of caring for children with special educational needs and/or disabilities. She has worked in partnership with other professionals in health in order to help support children in her care. The childminder has a good relationship with her local school. This helps to create a consistent approach for children's learning.
- Partnerships with parents are strong. Children take home pictures they have drawn to mark events and special occasions. They create pretend bouquets of flowers and Christmas decorations to give to loved ones. This helps parents to start conversations with their children about their learning and provides ideas for activities at home.
- Feedback from parents is good. Parents say the childminder is caring and compassionate. They say they are very happy with the care and attention their children receive and the progress they make.
- The childminder reflects well on children's experiences and monitors their progress. This includes written progress checks for children at age two.
- The childminder shares ideas with other childminders. The childminder has completed a range of safeguarding training since her last inspection. This has helped her to keep her skills and knowledge up to date.

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:

- support children to recognise their achievements more clearly.

Setting details

Unique reference number	313460
Local authority	Durham
Inspection number	10372925
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	10 October 2024

Information about this early years setting

The childminder registered in 2000 and lives in Stanley, in County Durham. She operates from 7am to 5.30pm, Monday to Thursday, all year round, except for bank holidays and family holidays. The childminder provides government-funded places for childcare.

Information about this inspection

Inspector

Julie Foers

Inspection activities

- The childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector discussed with the childminder how she helps to keep children safe. This included evidence of first-aid training and the suitability of those living on the premises.
- The childminder and inspector reflected on an activity together. The inspector observed the quality of education during activities and assessed the impact on children's learning.
- The inspector took the views of parents into account.

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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