

Childminder report

Inspection date:

5 September 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

The childminder provides a friendly and welcoming environment where children are at ease as they play and explore. Children are happy and settled and build strong attachments to the childminder and her family. The childminder has created a dedicated playroom that is thoughtfully resourced with a wide range of age-appropriate learning opportunities, enabling children to explore freely and engage in purposeful play. For example, children role play with dolls and a cosmetic set. They pretend to put 'make-up' on the childminder's cheeks.

The childminder interweaves mathematical language into play effectively. For instance, during outdoor play, the childminder encourages children to count objects, such as shells. Children learn to compare sizes and identify shapes. They demonstrate a good awareness of colour, confidently naming colours as they play with a rainbow toy. Children show curiosity and confidence. Younger children become absorbed in scooping and pouring as they explore sand and water. Children develop their literacy skills as they draw on chalkboards. The childminder praises children as they play, which helps to raise their self-esteem.

Children benefit from a nurturing and respectful atmosphere where positive behaviour is promoted consistently. For instance, the childminder supports children well in learning to share and take turns. Children show kindness to each other, which is a direct result of the kindness modelled and shown to them by the childminder. Children behave well.

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

- The childminder finds out from parents about children's routines, interests and abilities before they start. She then plans activities and experiences that build on children's progress and help them move towards their next steps. The childminder completes the progress check for children between the ages of two and three years to assess the progress they have made.
- The childminder plans and sets up activities outside. For example, children have fun during a play dough activity in the outdoor kitchen. The childminder encourages children to shape the dough, and children are keen to make pretend pancakes. Children take part in activities that help to develop their smaller physical skills.
- The childminder promotes children's communication and language skills well overall. For instance, the childminder and children sing songs. They listen to stories and engage in back-and-forth conversations. The childminder implements an established curriculum that is ambitious for all children.
- The childminder plans interesting activities to support all children to make progress. For example, children enjoy brushing pretend teeth, and they learn

about foods that are good and bad for teeth. However, on occasion, the childminder does not adapt her teaching to extend children's learning and build on what they already know.

- The childminder supports children to develop their self-care skills effectively. Older children learn to use the bathroom independently. The childminder encourages children to complete tasks independently. For example, children learn how to put on their coats for outdoor play and how to chop their fruit at snack time.
- The childminder helps children to learn good health and hygiene routines. Children wash their hands before eating snacks and meals. They enjoy a variety of nutritious and balanced meals to help keep them fit and healthy. Children move around the outdoor area and use their large muscles while riding wheeled toys. Their physical skills are developing well.
- Children enjoy exploring the community around them. For example, they visit a local church and enjoy trips to toddler groups and 'sing and sign' sessions. These outings give children opportunities to interact and play in larger groups. They help prepare children well for the next stage in their learning journey, such as starting school.
- The childminder has established strong and trusting partnerships with parents, who speak highly of the care she provides. Parents comment positively on how the childminder communicates and keeps them up to date about their children's progress. They appreciate the childminder's caring nature.
- The childminder reflects on her practice regularly. She ensures that all mandatory training is kept up to date and engages in occasional webinars. However, she has not explored different ways to enhance her knowledge and further strengthen her teaching and practice.

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:

- strengthen teaching skills to extend children's learning and to successfully build on what they already know
- seek further professional development opportunities to enhance knowledge and strengthen practice even more.

Setting details

Unique reference number	EY101853
Local authority	Middlesbrough
Inspection number	10408135
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 6
Total number of places	6
Number of children on roll	10
Date of previous inspection	27 January 2020

Information about this early years setting

The childminder registered in 2002 and lives in Middlesbrough. She cares for children all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a childcare qualification at level 3. She provides government-funded childcare.

Information about this inspection

Inspector

Kerry Holder

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The inspector and the childminder completed a joint evaluation of an activity.
- The inspector held a number of discussions with the childminder and the children.
- The inspector viewed some documentation, including training certificates and insurance.
- The inspector took account of the views of parents through written feedback provided.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.

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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