

# Childminder report

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Inspection date: 20 August 2025

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

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|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|-------------|
| Overall effectiveness at previous inspection | Outstanding |
|----------------------------------------------|-------------|

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are settled and content in the childminder's welcoming and nurturing environment. They confidently greet visitors to the setting, happily chatting about their ages and their siblings. The pleasure the childminder has for her role shines through everything she does. The strong bond between childminder and children is evident. These positive relationships are highlighted in the ways the childminder recognises and responds to children's individual needs. This helps children to feel safe and secure in the childminder's care. It also strengthens children's emotional well-being and self-esteem.

The childminder knows children very well. She knows what children can already do and the skills and abilities they need to learn next. For example, older children know how to count numbers in the correct order. The childminder uses children's ability to build with blocks to encourage them to count to specific numbers. They then add in and remove blocks. This helps children to give meaning to numbers as they play.

Children behave very well. They are polite and considerate to adults and each other. Older children willingly move to create space to let younger children into their existing play. Children are very respectful of the childminder's home. They know to tidy away toys before choosing other resources. Should the childminder need to remind younger children to share and take turns, she does so in a kind and gentle manner.

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

- The childminder knows to speak slowly and clearly to children. She uses the correct pronunciation of words at all times. The childminder gives children time to understand what has been said, and to respond, before continuing the conversation. She brings new words into children's vocabulary as they play. For example, as children build with blocks, the childminder tells children they have built a 'massive tower'. However, the childminder does not consistently ask children questions in ways that encourage children to develop their thinking skills.
- Children have good levels of concentration for their young ages. They spend a lot of time at activities of their own design and those organised by the childminder. However, the childminder does not always ensure that the available resources are appropriate for the ages of children. This means that children are not consistently provided with activities to help extend their learning and develop their skills even further.
- Children have many opportunities to practise their physical skills as they regularly visit the local park and woodland area. The childminder uses these

visits to encourage children to manoeuvre themselves across different levels and surfaces and to negotiate a variety of different obstacles. This helps to develop children's physical strength and teaches them how to control their movements.

- The childminder helps to develop children's self-care skills. For example, children know to sit down when eating and drinking. The childminder reminds children to cut their fruit into small pieces to prevent choking. She is aware of any allergies children have and ensures that that no child is offered foods that may cause them harm.
- Parents and carers are very complimentary about the service the childminder provides. They say the childminder 'goes the extra mile and is always there for support'. Parents appreciate the support the childminder gives to develop children's communication and language skills.
- Children learn to keep themselves healthy. The childminder ensures that children wash their hands before eating and after using the toilet. She encourages children to 'rub, rub, rub' soap in their hands and to make sure that their hands are dried thoroughly.
- The childminder ensures that all mandatory training, for example paediatric first aid and safeguarding, is in place. She sources a wide variety of other training to further support her understanding of how children learn and develop. The childminder knows to keep her various insurances up to date and to have the correct insurance for transporting children in her car.
- The childminder consistently reflects on her practice and makes changes that she thinks will enhance the opportunities she offers children. For example, she discusses the changes she is making to her garden, and the wide range of new resources children will have access to when the work is complete.

## 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:**

- make better use of questioning during children's play and activities to increase their thinking skills even further
- enable children to extend their learning more during their play, such as by ensuring that resources are appropriate to their ages and abilities.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY217864                                                                          |
| <b>Local authority</b>                             | Stockton-on-Tees                                                                  |
| <b>Inspection number</b>                           | 10399474                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 10                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 14                                                                                |
| <b>Date of previous inspection</b>                 | 3 December 2019                                                                   |

## Information about this early years setting

The childminder registered in 2002 and lives in Ingleby Barwick in Stockton-on-Tees. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She offers government funded childcare. The childminder works with an assistant.

## Information about this inspection

**Inspector**  
Denise Charge

### Inspection activities

- The childminder discussed with the inspector how she intends to deliver the educational programmes for children.
- Evidence of the childminder's public liability insurance, training certificates, the childminder's suitability and the suitability of all people living on the premises was checked by the inspector.
- Children's records were looked at by the inspector along with a range of other documentation, including policies and procedures.
- The inspector observed the quality of education indoors and assessed the impact of this on children's learning.
- The written views of parents were taken into account by the inspector.

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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