

Childminder report

Inspection date: 7 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

The childminder provides a warm, welcoming environment for children. Children build a trusting bond with the childminder as they invite her into their play. They are well behaved, polite and respectful of others. For example, they play imaginatively as they make cups of tea and bring visitors their 'lunch'.

The childminder provides children with an ambitious curriculum that effectively supports their development. She considers what children already know, their interests and next steps in learning. The childminder has high expectations of all children, and she is a good role model. Children explore the environment confidently, happily playing alongside each other. They are highly motivated to learn. They independently choose what they want to play with from the wide range of resources that are available to them. The childminder supports the needs of all children well, and all children make good progress from their starting points at the provision.

Mealtimes are positive, social occasions with lots of opportunities for conversation. Children begin to learn about what food keeps them healthy. The childminder talks to children about vegetables being good for them. She encourages children to try new, healthy foods. Children are confident to express themselves and communicate their wants and needs. They receive lots of reassurance and encouragement, which helps to build their self-esteem.

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

- The childminder knows the children well. Overall, she plans an exciting curriculum based on children's interests. Older children develop critical thinking when they complete jigsaws, exclaiming, 'This is where polar bears come from!'. However, the childminder does not consistently adapt activities as effectively to include younger children and support their stage of development. This means young children sometimes lose interest and do not engage as fully in their learning.
- The childminder supports children's communication development well. She interacts positively with children and asks them open-ended questions, leaving plenty of time for them to respond. This encourages children to think for themselves and develop more complex sentences.
- Children confidently self-select books that interest them. They snuggle up with the childminder in the outdoor tent and listen with interest as she reads to them, keen to hear what happens next in the story. This supports children to develop a love of books and stories.
- The childminder ensures that children have regular opportunities to express their creativity. For example, they learn about VE Day during mark-making and

drawing activities. The childminder supports children with how to hold mark-making tools correctly. This develops a pincer grip in preparation for early writing skills.

- Overall, the childminder encourages children to develop independence skills. They manage their personal needs, such as putting on their shoes and washing their hands. However, on occasions, she does not encourage children to practise independence skills that have been identified as key milestones in their curriculum. For instance, children do not tidy up after playing with their toys. This does not help them practise the skills they need for future transitions, including school.
- The childminder places great emphasis on children having respect for animals. For example, she has pet dogs and cats in the home and she teaches children how to approach them and be kind. She talks to them about why they need sun cream and hats. Children say that sun cream 'stops my skin from burning' and tell visitors they 'need to put it on'. This means that children are learning to keep themselves safe and how to care for others.
- Children play outdoors in the childminder's large garden. They have fun climbing the steps to the slide and playing with the hoops. They jump in and out of the hoops, and some children can balance on one leg. This builds up children's confidence, balance and coordination, supporting their physical development.
- The childminder takes children on a range of outings. Children attend local playgroups and visit the beach and local parks. This supports children's confidence and social skills while learning about the local area.
- The childminder is an evaluative practitioner. She is committed to providing the best care she can. Parents are extremely happy with the care that the childminder provides. They feel informed about their children's time with her. These positive relationships benefit and promote the well-being of children.

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:

- adapt activities more effectively to fully support the differing age and abilities of all children taking part, and help younger children engage fully in their learning
- further enhance the range of opportunities available to children to practise their independence and self-help skills, particularly at tidy-up times.

Setting details

Unique reference number	EY231912
Local authority	Redcar and Cleveland
Inspection number	10392197
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	2 to 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	9 August 2019

Information about this early years setting

The childminder registered in 2003 and lives in Marske-by-the-Sea in Redcar, Cleveland. 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 appropriate qualification at level 3. The childminder provides funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Claire Budge

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure 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 spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having 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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