

Childminder report

Inspection date: 3 July 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	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

Children are very happy and thrive in the care of this caring childminder. They demonstrate this as they sit on her knee for cuddles and reassurance. Babies enjoy lots of cuddles as they wake up from sleep. Parents say that their children are in 'safe and loving hands'. The childminder helps children to keep themselves safe. For example, they learn how to hold knives correctly as they chop fruit.

The childminder's curriculum is ambitious. She is keen for children to develop a love of outdoors. With this in mind, her curriculum outdoors supports children's development across the seven areas of learning. Parents are very happy with the progress their children have made. They say that children have 'flourished beyond belief'. Children behave well. The childminder makes her expectations clear. For example, when she is reading a story, the childminder waits for everyone to sit down before she starts reading. When children stand up to get things out of the box, she reminds them to sit down so that their friends can see. Children respond quickly, demonstrating a growing understanding of the childminder's boundaries.

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

- The childminder plans carefully to help children develop their independence. When children enter in a morning or after school, they hang up their coats and bags on their pegs. Children quickly become adept at getting changed to play outside.
- Children have very good relationships with each other. They thoroughly enjoy playing together. Older children thoroughly enjoy playing in the home corner. They take on different roles in their play and communicate with each other confidently.
- The childminder plans a range of stimulating activities to support children's interests. Children enjoy playing in the water. They thoroughly enjoy mixing fruit or tea bags with water. Children are highly engaged as they chop fruit and mix with water. They are fascinated when they fill tea pots with water and notice the colour changes. Activities such as these support children's engagement and concentration.
- The childminder makes her expectations clear. For example, when children play with spray bottles, she tells them to spray the water outside the playhouse. She uses distraction well. For example, when children lose focus briefly after getting changed, she gives children challenges to support their listening and physical skills. This helps children refocus and listen.
- The childminder supports children's communication effectively, overall. For example, she talks to the children and comments on what they are doing. However, she does not consistently plan for ways that she can extend children's vocabulary and language even further. This is evident when children play with

tea bags and water. The childminder comments on what children are doing. However, she does not make the best use of opportunities to expand children's vocabulary to extend their language further.

- The childminder has a good relationship with the local school. She shares information about where children are in their learning. She talks to the school about their expectations for when children start school or nursery. The childminder plans opportunities for children to develop these skills, so that they are prepared for the move when the time comes.
- The childminder uses a range of methods to communicate with parents. These include both face-to-face and electronic communication. She shares information about the progress children are making and what they need to learn next. This helps children make good progress.
- The childminder has a good attitude to professional development. She identifies a range of training that will support children's learning further. Recently, she has reviewed her environment following training and is now providing more activities to develop children's core strength and coordination. However, sometimes, key messages are not shared among the whole team, including assistants, and this leads to some minor inconsistencies in practice.
- The childminder gives clear messages to parents and children about online safety. For example, she shares leaflets with parents about how to keep children safe when using devices and applications. They use books as a method to teach children about using devices, such as phones and other devices safely.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture towards 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:

- plan more effectively to extend and deepen children's language and communication
- share messages from training with assistants to ensure their practice continues to improve.

Setting details

Unique reference number	EY241999
Local authority	Sunderland
Inspection number	10399904
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	0 to 11
Total number of places	12
Number of children on roll	14
Date of previous inspection	19 December 2019

Information about this early years setting

The childminder registered in 2002 and lives in Washington, Tyne and Wear. She works with her husband, who is also a registered childminder, and two assistants. The childminder operates all year round from 7am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. She holds an appropriate childcare qualification at level 3. The childminder provides government funded childcare.

Information about this inspection

Inspector

Elizabeth Fish

Inspection activities

- The childminder showed the inspector around her home and explained how she organises her provision.
- The inspector observed children playing and learning.
- The childminder carried out a joint observation with the inspector.
- The inspector talked to the children, assistants and the childminder at appropriate times during the inspection.
- The childminder showed the inspector a range of documents, including those relating to the suitability of those living and working on the premises.
- Parents provided written feedback for the purpose of the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025