

Childminder report

Inspection date: 7 April 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 happily play in this warm and nurturing setting. They are supported by the calm and friendly childminder, who knows them well. Children have a wide variety of resources to choose from and they select and find toys independently. Children feel safe and secure with the childminder. They confidently seek help and know the routines well.

The childminder carefully considers ways to promote children's independence. For instance, children freely choose the activities they would like to engage in, which supports them to become independent learners. They learn to take responsibility for their own environment and work together as a team to tidy up. This helps them to start to gain the necessary skills for their eventual move on to school.

Children play extremely well together. They are kind to each other and play cooperatively during activities. For example, they thoroughly enjoy the 'sing and sign' music sessions. They enthusiastically join in, shaking their instruments and singing along to the music. Outside, children develop their hand-eye coordination as they fill their watering cans and carefully pour the water onto the plants. They use their imagination, pretending to make tea and offering the inspector a slice of pizza.

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

- The childminder has focused her curriculum on following the needs and interests of the children she cares for. She gathers detailed information when children first start at her setting and uses this to plan for their learning. The childminder knows the children well. She can talk about what they can do, what she wants them to learn and how she will ensure they do this. However, at times, the childminder does not consider how to use her interactions to extend children's learning and deepen their knowledge.
- The childminder understands how to use her observation and assessment to identify any emerging gaps in children's learning. This enables her to highlight concerns to parents and to seek further support from other professionals, if needed. This supports her to promptly reduce any gaps in learning and for children to make good developmental progress.
- The childminder ensures her interactions with children promote their communication and language skills. For instance, she regularly asks them questions which help them to build on the range of words and vocabulary they use. She allows children time to process and respond in play. As a result, children are able to share their developing language.
- The childminder has high expectations of children's behaviour. She has conversations with them about the importance of sharing and taking turns and

to use 'kind hands'. Children receive age-appropriate explanations to help them start to manage their own emotions and behaviour. They receive worthwhile praise and encouragement from the childminder. This boosts children's self-esteem and confidence.

- Children use early mathematics in their play. For example, they become engrossed in building structures using the large bricks. Children are given time to problem solve and create solutions. For instance, they learn to place larger pieces at the bottom to make the tower more stable. They begin to compare who is taller and smaller than their tower.
- Children have lots of opportunities to be physically active. In the garden, they know if they hold their arms out to the side this will help them negotiate the balance beams. This demonstrates that children are using their increasing knowledge and recall skills. The childminder gives children new experiences in their learning. For example, they go on walks to local parks, soft-play and role-play venues.
- The childminder works in partnership with parents and other early years settings that children attend. Parents feel happy with the support they receive from the childminder. They regularly receive updates about children's progress and ideas to support children further at home. Parents value the regular feedback and have opportunities to talk daily with the childminder.
- The childminder makes effective use of training opportunities to further enhance her skills and knowledge. This enables her to make continual improvements to the service she provides for children and families.

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 conversations and interactions with children to deepen children's knowledge and stretch their learning to an even higher level.

Setting details

Unique reference number	EY248599
Local authority	Stockton-on-Tees
Inspection number	10388284
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 13
Total number of places	6
Number of children on roll	16
Date of previous inspection	4 July 2019

Information about this early years setting

The childminder registered in 2003 and lives 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 a childcare qualification at level 3. She offers government funded places for childcare.

Information about this inspection

Inspector

Janet Fairhurst

Inspection activities

- The inspector carried out a discussion with the childminder on how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She spoke with the children during the inspection
- The inspector completed a joint evaluation with the childminder.
- The inspector looked at relevant documentation.
- The inspector took account of parents' views through their written feedback and questionnaires.

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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