

Childminder report

Inspection date:

29 September 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children flourish in this warm and homely environment. The highly skilled childminder has a secure understanding of how children learn and provides a rich curriculum that enables every child to make progress from their starting point. Children develop independence and confidence as they complete age-appropriate tasks throughout the day. They engage with enthusiasm in purposeful routines and playful experiences that spark curiosity and joy. During group time, they eagerly join in singing, choosing their favourite songs and actions. The atmosphere is lively and inclusive, with every child encouraged to participate in their own way. Outdoors, children delight in imaginative play, such as collecting natural materials to make 'soups' and 'stews'. They stir pine cones, conkers and leaves with spoons and ladles, chatting together as they mix, pour and serve their creations. These meaningful opportunities promote cooperation, develop physical coordination and extend children's expressive language.

Children demonstrate high levels of emotional awareness, reflected in their kind behaviour and positive attitudes. As an excellent role model, the childminder sets consistently high expectations that inspire children to behave well and persevere with challenges. They listen carefully, follow boundaries and show respect in their interactions. Younger children are supported to understand expectations, while older children demonstrate empathy and willingly help their younger peers. The childminder skilfully encourages children to reflect on and identify their feelings through photos, books and sensitive discussions. This helps them to build resilience, regulate their emotions and form secure, lasting friendships.

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

- The childminder is clear about her curriculum intent, which centres on preparing children with the confidence, independence and resilience they need for school and for life. She explains that building strong self-esteem and giving children 'tools for learning' are at the heart of her practice. This intent is visible in children's confidence as they approach adults with ease, talk proudly about their achievements and share what they know with others.
- The curriculum is enriched with real-world experiences that give children broad cultural capital. Daily outings to shops, parks, farms and libraries are planned to widen children's horizons. In the garden, they grow lettuces, radishes and chard, gaining first-hand knowledge of nature, sustainability and healthy lifestyles. These meaningful experiences nurture curiosity, broaden children's understanding of the world and give them the confidence to take part in community life.
- Communication and language are consistently enhanced through the childminder's skilled interactions. She models new words such as 'scrunch' and

'squash' when exploring textures with scarves and natural objects, and she encourages children to repeat them with expression. She repeats and extends children's sentences, adding new vocabulary to deepen their understanding. Children grow into articulate communicators who use rich language in their play and conversations.

- Mathematics is a particular strength across the provision. The childminder weaves numbers, shapes and concepts of quantity into play and routines. When children are introduced, they confidently hold up the correct number of fingers to represent their age, demonstrating an understanding of early mathematical concepts. Through carefully chosen activities, they develop secure mathematical thinking, recognise patterns and apply problem-solving skills with growing confidence.
- Diversity and inclusion are valued highly. Books and resources reflect a wide range of cultures and family structures. Celebrations are approached in meaningful ways rather than as token gestures. This ensures that all children develop respect, tolerance and a sense of belonging in modern Britain.
- Partnerships with parents are highly effective. Parents describe the childminder as warm, caring and approachable. They highlight the progress their children have made in speech, confidence and social skills, and they value the advice and reassurance she offers. The childminder shares regular updates and involves parents fully in their child's learning journey, creating a consistent approach between home and the setting.
- The childminder is dedicated to continual professional development and reflective practice. She has completed a wide range of training, including that of child development, and describes how she adapts her teaching in response to new knowledge. For example, she observes the patterns children show in their play, such as transporting, rotating or connecting objects. The childminder uses this insight to extend their learning in meaningful ways. This commitment ensures the quality of education remains consistently high.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY265966
Local authority	Stockton-on-Tees
Inspection number	10399476
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 8
Total number of places	3
Number of children on roll	10
Date of previous inspection	3 December 2019

Information about this early years setting

The childminder registered in 2003 and lives in Yarm. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a level 3 qualification and works with a co-childminder. The childminder provides funded early education for eligible 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 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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