

Childminder report

Inspection date: 31 January 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

Children are very happy and settled in the home of this calm and nurturing childminder. They quickly settle in after arrival and seek out preferred items of interest such as cars and card games. The childminder pays close attention to children's interests and encourages them to follow their own ideas. She helps children to develop skills as they play, such as by modelling language, asking questions and demonstrating how to follow the rules of the games. The childminder's genuine enthusiasm in joining in with children's own play ideas teaches them that they are valued and important, which in turn supports their positive self-esteem and their attitudes to learning.

The childminder has established a broad and ambitious curriculum. Children are given a range of experiences outside of the home, such as trips to the park, museums and seaside. This helps children to learn about the community where they live as well as benefit from fresh air and exercise. The childminder places particular emphasis on supporting children to build secure and positive relationships with herself and with other children. She also prioritises teaching children skills in independence, in order to support them when they make the transition to school. As a result, children develop key behavioural and social skills, such as helping to set the table for lunch.

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

- The childminder has high aspirations for children's outcomes. She provides an environment that, along with her skilled interactions, encourages children to develop across the different areas of learning. Consequently, children are making good progress.
- Children's ownership of their learning is supported. For instance, they are encouraged to choose what they would like to play with. The childminder then extends their knowledge and skills through modelled play and purposeful questioning. This means that children are supported with new learning, while thoroughly engaged with a self-chosen activity.
- The childminder also plans specific activities to support identified learning intentions. However, these are not consistently well matched to children's current levels of understanding. Sometimes, the childminder focuses on more challenging concepts before the basic concepts are understood. For example, toddlers are encouraged to match numerals to quantities, before they fully understand all the steps required to do this successfully.
- Children in this setting are supported well in their language and communication skills. Stories and songs are an integral part of day-to-day life here. For instance, the childminder role models action nursery rhymes and children join in enthusiastically. This supports children's self-confidence and expression as well

as their early language skills.

- The childminder's calm approach creates a relaxed atmosphere. As a result, children show they feel safe and secure as they play and explore. They ask questions when there is something they do not understand, such as why they need to wash their hands again before lunch. The childminder's patient response helps children gain a deeper understanding of the reason why we follow personal care routines.
- The childminder's demeanour sets the tone for behaviour in this setting. Children respond to the gentle and kind behaviours that the childminder models. As a result, they establish secure friendships with their peers. They are able to take part in daily routines and happily focus and concentrate on tasks. For example, children independently eat their lunch alongside the childminder and demonstrate lovely table manners.
- The childminder takes her responsibility to support children with special educational needs and/or disabilities (SEND), seriously. Where children need additional support, the childminder ensures that this is in place. As a result, all children are fully included and are making good progress.
- The childminder undertakes purposeful continuous professional development. She applies new learning into her own practice and this has a positive impact on children and families. For instance, following training in developing children's communication and language skills, the childminder was able to identify areas where children required support more clearly and discuss these with parents.
- The setting is managed well. The childminder establishes strong relationships with parents. Parents say that communication is a particular strength of the setting. The childminder also works closely with other settings that children attend. This means that when children are with the childminder, they benefit from further consolidation of the teaching they have received at nursery.

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:

- pay even closer attention to the sequencing of the curriculum, ensuring that planning is consistently well matched to children's current level of understanding.

Setting details

Unique reference number	EY267093
Local authority	Stockton-on-Tees
Inspection number	10372318
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 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	11 April 2019

Information about this early years setting

The childminder registered in 2004 and lives in Billingham, Cleveland. She operates all year round, from 7.45am to 5:30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. The childminder offers government-funded places for childcare.

Information about this inspection

Inspector

Dani Taylor

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 with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector and the childminder carried out a joint observation of an activity.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of parent feedback.
- 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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