

Childminder report

Inspection date: 2 July 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 exceptionally nurturing and inspiring setting. From the moment they arrive, they are warmly welcomed into a calm, carefully prepared environment where they feel secure, valued and deeply respected. The childminder places the utmost importance on emotional well-being, creating a climate where children feel confident, curious and eager to explore. Children quickly develop the independence and resilience needed for successful lifelong learning. The childminder's deep knowledge of each child ensures that the curriculum is not only ambitious but uniquely tailored to support and extend learning for all. Children are thoroughly engaged in their play and show high levels of curiosity, concentration and perseverance. For example, during outdoor play, children immersed themselves in the mud kitchen, independently gathering materials and mixing sand with water to create imaginative 'recipes'. The childminder joined their play with purpose, weaving in rich vocabulary and effective questions to spark sustained shared thinking. Children confidently recall past learning, use rich vocabulary and work cooperatively with their peers.

Children's behaviour is exemplary. They respond to the childminder's high expectations and consistent routines with maturity and kindness. Even the youngest children show genuine care for one another and take responsibility for their own actions. For example, when one child patiently waits for a toy, another kindly offers it, showing emerging empathy and respect. These compassionate interactions are nurtured through the childminder's sensitive, responsive teaching, helping children to develop the confidence, self-awareness and attitudes they need for lifelong learning.

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

- Children take part in a rich and varied range of experiences that build their skills and knowledge and deepen their understanding of the world. For example, they regularly visit forest school, beach school and National Trust sites, where they explore nature and develop a lasting curiosity about their surroundings. These thoughtfully planned outings extend learning beyond the setting and help children form meaningful connections with the wider community.
- The childminder expertly weaves mathematics into everyday play. Children confidently count on their fingers and solve problems through playful dialogue, such as working out 'how many more' are needed to make five. They scoop, pour and sort by colour and size, naturally using mathematical vocabulary with fluency and intent. This allows children to develop a secure understanding of number, pattern and quantity.
- The childminder is highly responsive and intuitive in her teaching. She listens closely to children's ideas and uses them as meaningful opportunities for

learning. For example, when children share something personal about their birthday, the childminder builds on this interest through detailed conversation. This supports children's communication skills, confidence and sense of belonging.

- Children who speak English as an additional language are exceptionally well supported. The childminder uses gestures, visual aids and key word strategies to ensure children are understood and included. She works closely with families to maintain continuity between home and the setting. This helps all children to make rapid and sustained progress, regardless of their starting points.
- The childminder's use of assessment is meticulous and purposeful. She knows each child's stage of development in depth and uses this knowledge to plan precise next steps, which are shared with parents and professionals where appropriate. Emerging needs are swiftly identified, and any gaps in learning are quickly closed.
- The childminder implements a highly effective key-person approach. She builds a detailed picture of each child's learning style, interests and needs. Her consistent, responsive practice ensures children are nurtured, challenged and highly engaged. Children play an active role in shaping their day, choosing from a wide range of purposeful activities. This empowers them to lead their own learning with confidence.
- Parents are overwhelmingly positive about the setting. They describe the childminder as 'part of the family' and praise the exceptional progress their children make in confidence, language and independence. Strong partnerships ensure children receive consistent support between home and the setting.
- The childminder demonstrates a strong commitment to continuous improvement. She regularly reflects on her practice and engages in ongoing professional development that strengthens her understanding of early years. She carefully monitors how children use the space and adapts the environment and resources in response to their interests and needs. This ensures that provision remains highly responsive and supports outstanding outcomes for all children.

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	EY309061
Local authority	Stockton-on-Tees
Inspection number	10398724
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 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	6 November 2019

Information about this early years setting

The childminder registered in 2005 and lives in Ingleby Barwick. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder works with a co-childminder. She provides funded early education for children aged nine months to four years.

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 spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had 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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