

Childminder report

Inspection date:

17 June 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children receive a warm welcome on arrival at the childminder's home. They are eager to go and find their friends. Strong bonds between the childminder and the children in her care are evident. Children demonstrate they feel settled and secure. They beam with pride as they are praised for their turn taking and for being kind and helpful. This boosts their self-esteem and supports them to understand what is expected of them.

Children clearly enjoy playing with the resources available in the childminder's bright and airy playroom. The childminder explains how she changes the toys children can choose regularly, in order to provide variety and to reflect their interests. They show considerable levels of concentration as they play, for example exploring what happens when they roll different toys down the ramp of a garage. They also enjoy drawing and tell the inspector about their pictures. However, the childminder does not plan their learning sufficiently to ensure they access a broad and balanced curriculum. This does not fully promote their progress and development.

Children benefit from opportunities to socialise with larger groups of children at playgroups and outings. Parents explain how they value these experiences, especially to develop their children's confidence in different environments before they move on to nursery or school.

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

- The childminder has identified that her main priority is for children to feel happy and safe in her care. She is aware of some of the knowledge and skills she wants children to develop. However, she does not ensure that learning opportunities are planned with sufficient rigour to support individual children's progress. She does not consistently build on what children know and can do to provide opportunities for them to consolidate and extend their learning. This results in children's learning often being by chance, rather than it being structured and sequenced.
- Children are treated with the utmost kindness and respect by the childminder. She gives them time to talk and listens attentively to what they have to say. She is skilled at supporting children to share and to take turns as they play. This helps to create a lovely atmosphere in the playroom.
- The childminder has a secure understanding of her responsibilities in relation to keeping children safe. She ensures her premises and any places she visits are risk assessed. Children are supervised vigilantly at all times. They learn about road safety when they are out in the local community.
- The childminder carries out required checks on children's progress. She is able to

identify when children may not be reaching their developmental milestones. However, she does not follow up any concerns she has robustly enough. For example, she does not liaise with other childcare providers to gather further information to ensure individual children's needs are being met as effectively as possible.

- Children's good health is promoted well. The childminder reminds them to stay hydrated. She works with parents to ensure the children's packed lunches are balanced and nutritious. Children know when they must wash their hands. Although children are not able to access any outdoor space on the premises, they go on walks and develop their physical skills on visits to the park and to soft-play centres.
- The childminder collects appropriate information from parents, when children register to attend. She offers supportive arrangements to help children to settle in. Parents recognise the high levels of care the childminder provides. They value daily feedback about what their children have been doing.
- Children are supported to gain skills they need to become increasingly independent. The childminder recognises the importance of encouraging children to access the toilet and wash their hands on their own. She also explains how she helps children to put on their own shoes and coats. This helps children to be ready to manage in busier nursery or school environments.
- The childminder ensures mandatory training, such as safeguarding and paediatric first aid, is kept up to date. However, she has not accessed sufficient training or support in relation to her knowledge and understanding of learning and development requirements. This limits her ability to support children to make as much progress as possible.

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 meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
plan and implement a coherent and well-planned curriculum for children that builds on what they already know and can do to support their progress and development	15/08/2025

ensure that arrangements to support children who may have additional learning needs are robust and implemented in a timely manner	15/08/2025
focus professional development opportunities on improving knowledge and understanding of learning and development requirements of the early years foundation stage.	15/08/2025

Setting details

Unique reference number	EY313252
Local authority	Sunderland
Inspection number	10388478
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	6
Number of children on roll	6
Date of previous inspection	12 July 2019

Information about this early years setting

The childminder registered in 2005 and lives in Ayton Village, Washington. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She occasionally works with an assistant. The childminder provides government funded places for childcare.

Information about this inspection

Inspector
Jan Batchelor

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- Parents shared the views about the childminder 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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