

Childminder report

Inspection date:

16 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

Good

What is it like to attend this early years setting?

The provision is outstanding

Children show exceptionally high levels of focus and engagement at this very friendly and welcoming setting. They concentrate fully as they fill and empty containers with porridge oats and explore with voile scarfs, ribbons and metal bangles. Children are highly curious and motivated to learn.

The experienced childminder is very caring, patient and kind. She has superb relationships with children in her care. The childminder provides outstanding support to children to help them to manage their feelings and behaviour. She encourages children to share, to take turns and to be kind to their friends. The childminder patiently and skilfully helps young children to resolve minor conflicts. She gently provides clear explanations to children about the reasons behaviour might be unwanted and how it impacts on others. This means children have a very clear understanding of how to behave and treat others well.

The childminder is an excellent role model. She respectfully models and encourages manners. The childminder provides plenty of praise and encouragement. She explains specifically to children what they are being praised for. This means children are able to clearly recognise and celebrate their learning and achievements.

Children grow rapidly in confidence and independence. They are very happy, settled and secure. There is a very strong focus on children's personal and social development. For example, the childminder provides a favourite toy for new children to carry into the setting each day to help them to settle quickly. This helps them to develop a sense of inclusion and belonging.

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

- The childminder has extensive experience of supporting children with special educational needs and/or disabilities. She has completed specific training to enable her to care for children with different medical conditions. Her home is welcoming and inclusive.
- The childminder has a deep understanding of where children are in their development and what she wants them to learn next. She gathers detailed information from parents when children start, in order to plan outstanding support for their learning from the outset.
- Children benefit from rich opportunities to explore with their senses. For example, they bake cakes and make soup. Children investigate with bark and oats. They explore everyday objects made of wood and metal and natural materials, such as leaves and stones.
- The childminder provides excellent support for children's developing

communication and language skills. She provides plenty of time for children to respond to questions. The childminder talks extensively to children about their play and provides detailed explanations. This means children hear lots of language which helps to broaden their vocabularies.

- Children benefit from rich opportunities to develop their physical skills, in preparation for later tasks such as tying shoelaces or early writing. They stir with wooden spoons and practise using tweezers. Children learn to use their hands in different ways as they turn taps, use zips, and explore with locks, bells, brushes, and handles.
- The childminder provides excellent support for children's understanding of mathematics, including counting, colours and shapes. She models positional language as children uncover toy dinosaurs they have buried. The childminder talks to children about big and little spoons and about which bowl has more capacity.
- Children benefit from rich opportunities to learn about life outside the setting. They visit local parks, fields and ponds. Children observe tadpoles turning into frogs and listen to crickets and birdsong. Children go apple picking. They learn about weather and seasons. This has a significant impact on their understanding of the natural world.
- The childminder has extensive experience of working in partnership with other professionals in education and health. Relationships between the childminder and the local school most children go on to attend are excellent. The sharing of information helps to create a consistent approach to support for children's development.
- Parents speak very highly of the childminder. They praise the stimulating activities on offer and say their children are extremely happy in the childminder's care. The childminder helps parents to extend children's learning at home. For example, she works closely with them to support children with toilet training and nutrition.
- The childminder is very reflective. She has visited other settings for ideas and shares her own knowledge with other childminders. The childminder attends training, reads books and undertakes research, to help to deepen her understanding about how children develop. She has an extremely positive attitude towards her professional development and the continuous improvement of the setting.

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	EY320052
Local authority	Durham
Inspection number	10398990
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 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	15 November 2019

Information about this early years setting

The childminder registered in 2006 and lives in Blackhill, County Durham. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She offers government-funded places for childcare.

Information about this inspection

Inspector

Julie Foers

Inspection activities

- The childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector discussed with the childminder how she helps to keep children safe and looked at a sample of documentation that the childminder provided. This included evidence about first aid training.
- The childminder and inspector reflected on an activity together. The inspector observed the quality of education during activities and assessed the impact on children's learning.
- The inspector took the views of parents into account.

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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