

Childminder report

Inspection date: 29 April 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 are very happy, curious and confident learners at this very warm and friendly setting. The childminder is extremely clear about the skills and knowledge she wants children to learn. She plans in detail a wide range of fun and exciting activities and trips that help broaden children's knowledge and experiences. Children visit museums, toddler groups and role play and soft-play centres. They learn first hand as they visit the supermarket to find ingredients, take trips on the bus, and learn about the seasons. The childminder talks to children about the shapes of manhole covers and road signs, the colours of cars, and how solar panels use energy from the sun.

The childminder builds superb relationships with children in her care. She is respectful, fun, loving and warm. The childminder provides outstanding support for children's personal, social and emotional development. There is a very strong focus on supporting children to make simple choices and decisions about what they do, eat and think. The childminder encourages fairness and manners. Children play extremely well together. They remind each other to take turns and share. Behaviour is excellent.

Children are extremely settled and secure. They develop rapidly in independence. Children put on their hats, wash their hands, and learn to zip their coats. They carry their own trays at lunchtime, in readiness for school. All children are fully engaged, enthusiastic and eager to learn.

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

- The childminder very carefully considers the resources she uses. She plans specific support for each child to help ensure they are extremely well prepared for the move to school or the next stage in their learning.
- The childminder models new skills very clearly. For example, she shows children how to hold scissors correctly and how to make handprints using paints. She introduces new words such as 'palm' and 'estimate'. The childminder consistently asks children about what they remember, to make sure their knowledge is embedded.
- Children take part in detailed conversations and hear lots of language. There are opportunities daily for dancing and singing. The childminder repeats back children's words to show them they are valued and understood.
- The childminder emphasises correct pronunciation. She introduces descriptive words, such as 'spiky', to help children expand their vocabularies. The childminder shows children how different words, such as 'gone' and 'disappeared' can have the same meaning.
- Support for physical development is outstanding. The childminder helps children

to build their core strength and coordination. Children push along wheeled toys, climb the steps of a slide and roll, and kick and throw balls.

- Children help to problem-solve as they create obstacle courses. The childminder provides planks, crates and tyres to encourage children to step up and down at different heights and onto moving surfaces. This helps build their thinking skills, spatial awareness and balance.
- The childminder describes ways in which she supports children to strengthen their fingers and hands. Children use spray bottles, and pinch together pegs and tweezers. This helps to develop their grip for tasks such as making marks with pens and brushes and twisting lids off containers.
- Children learn about nature through trips to the beach, parks and a farm. They enjoy spotting birds on woodland walks and visits to a local nature reserve. Children help to walk the childminder's small dog. This helps to teach them about caring for pets and living things.
- The childminder is an excellent role model. She talks to children about healthy eating and the importance of a balanced diet. The childminder explains to children how good hygiene and nutritious food and drink can be good for their teeth and make them 'big, strong and healthy'.
- The childminder builds excellent partnerships with parents. She offers to visit them at home to talk about their children's progress if they are unable to come into the setting. The childminder provides advice and support about children's development. This helps to create a consistent approach to support for learning.
- The childminder has experience of caring for children with special educational needs and/or disabilities. She has completed training specifically to help meet their needs.
- The childminder highly values opportunities for professional development. She has completed a course in mathematics. This has had a very positive impact on the way she teaches children about counting and the value of numbers.
- The childminder has a very positive attitude towards continuous improvement. She gathers parents' views and reflects thoughtfully on experiences for children. The childminder meets with other childminders regularly to share ideas, knowledge and practice. She is very experienced and is passionate about her role.

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	EY335416
Local authority	Durham
Inspection number	10392828
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	9 September 2019

Information about this early years setting

The childminder registered in 2006 and lives in Pelton, Chester-le-Street. She operates all year round from 7.30am to 5.15pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare 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. This included evidence about first-aid training and suitability of those living on the premises.
- The childminder and inspector reflected on children's learning together. The inspector observed the quality of education during activities and assessed the impact on children's learning.
- The inspector took the views of a number 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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