

Childminder report

Inspection date: 28 August 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

The childminder uses her excellent knowledge about children's abilities to inform her plans to support their learning. This helps to ensure that all children make strong progress and continually build on what they know and can do. The childminder uses children's interests to shape the themes for activities. She skilfully weaves in the skills and knowledge that she wants children to learn or practise. Children explore and play happily in a relaxed and supportive learning environment. They are keen to learn and concentrate hard during activities. Children become deeply engrossed and show determination.

Children show that they feel safe in the childminder's care. They move confidently around the rooms in her home and select activities to share with their friends. The childminder has a warm and playful approach. Children have lots of fun while they play and learn. The atmosphere is filled with giggles and laughter. For example, children squeal with delight when they discover hidden items during 'magic trick' activities with the childminder. They show genuine excitement and engagement. The childminder consistently offers praise and encouragement that boosts children's self-esteem and confidence. Children are motivated, eager to learn and take pride in their achievements. They beam with pride, for example, when the childminder praises the intricate pictures they have worked hard to create.

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

- The childminder provides a nature-inspired curriculum that is rich in real-life experiences and hands-on activities that meaningfully support children's learning. For example, children develop their mathematical understanding when they measure the sunflowers they grow. They explore life cycles as they observe frogs and toads increasing in size in the garden pond. The childminder uses even the simplest activities, such as picking vegetables from the garden, to provide valuable learning experiences. She skilfully extends children's knowledge, vocabulary and independence during these activities.
- Children's play is unhurried. They have plenty of time to follow their interests and develop their ideas. The childminder adapts the environment, provides books and sings songs linked to what excites children. She mindfully gives children plenty of opportunities to repeat and make links between learning. This helps children to consolidate their skills and deepen their understanding. They remember what they have learned and build very quickly on their abilities.
- The childminder plans outings in the local area to significantly extend children's understanding of the world around them. They are carefully planned to reflect children's interests, providing meaningful and memorable learning opportunities. For example, children with a keen interest in planets consolidate their knowledge of space during a museum visit. The childminder specifically plans visits to group

activities to further develop children's social skills. This helps children to interact confidently and to build strong and positive relationships within a larger group.

- Assessments are comprehensive and accurate. The childminder's detailed observations help her to quickly identify minor gaps in children's learning and plan targeted support. Children's confidence in numbers grows as she weaves mathematics into the activities they enjoy most. Children who need support to pronounce words benefit from effective strategies, such as strengthening their mouth muscles. They become increasingly articulate and confident in their speech. Children overcome challenges and make rapid progress.
- The childminder consistently nurtures children's independence and sense of self. Children are eager to do things for themselves, such as very young children proudly putting on their own shoes and older children safely chopping vegetables from the garden. The childminder celebrates what makes each child unique, including family backgrounds, interests and abilities. This contributes to children's high self-esteem, resilience and strong sense of identity. Children are capable, confident and motivated to explore new challenges.
- Children show exceptionally positive attitudes to learning and behaviour. They are polite, considerate, and respond well to consistent guidance, using phrases such as 'excuse me', 'please' and 'thank you' without prompting. They listen attentively and approach every activity with curiosity and engagement. There is a relaxed and supportive learning environment in which children show respect for themselves, each other and their surroundings. They develop skills and attitudes that prepare them exceptionally well for future life.
- There is a strong emphasis on teaching children how to keep themselves healthy, which the childminder weaves seamlessly into daily routines and activities. Children develop excellent self-care skills, such as washing their hands, brushing their teeth and making healthy choices at snack times. They also benefit from plenty of opportunities for physical activity. For example, the childminder plans regular yoga sessions and outdoor play to further support children's physical health, balance and coordination. This also helps children to relax, manage their emotions and build lifelong healthy habits.
- The childminder reflects constantly on her practice. Her professional development directly enhances the quality of education and has a measurable impact on children's outcomes. For example, her advanced understanding of early language development helps her to skilfully model, question and extend children's vocabulary during activities, such as imaginative play with dinosaurs. Children make remarkable progress in this aspect of their learning. The childminder welcomes opportunities to work with other professionals to share her expertise and improve outcomes for children beyond her own 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	EY349988
Local authority	Stockton-on-Tees
Inspection number	10407715
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	16 January 2020

Information about this early years setting

The childminder registered in 2007 and lives in Thornaby, Stockton-on-Tees. She cares for children all year round, from 7.30am to 5.30pm, Tuesday to Thursday, except for bank holidays and family holidays. The childminder offers government funded childcare.

Information about this inspection

Inspector

Clare Wilkins

Inspection activities

- The childminder showed the inspector around the areas of her home used for childcare. She discussed the safety and suitability of the premises and talked about her curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The childminder provided a selection of relevant documents to support discussions about the leadership and management of her provision.
- Parents provided written feedback to share their views about their children's care and learning experiences.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025