

Childminder report

Inspection date: 11 September 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children thrive at this warm and friendly setting. They build strong bonds with the childminder, who is caring and kind. The childminder creates a home-from-home environment. Children are very settled and secure, including new children who settle quickly.

Support for children's personal development is a strength of the setting. The childminder is passionate about children's health and well-being. She has completed training on supporting children's nutrition. She teaches children about where vegetables come from and encourages them to try different types, textures and flavours.

The childminder is a good role model. She models manners and provides children with lots of praise and encouragement. The childminder praises children for showing good teamwork. She encourages them to share, take turns and be kind to their friends. Children benefit from secure routines and learn the importance of looking after their books and toys.

Children are growing in independence. Young children have a go at blowing their noses themselves. They carry their own chairs to the table for snack time and help to clear their cups away afterwards. The childminder encourages children to make simple choices and decisions. For example, children choose which colour cup to use and what they would like to play with next. Children are curious and confident. They are well prepared for school or the next stage in their learning.

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

- The childminder has a clear understanding of where children are in their development and what she wants them to learn next. She gathers detailed initial information from parents, about what children already know and can do. This helps her to plan support for children's learning from the outset.
- The childminder is very well organised. She plans exciting and challenging activities for children. However, sometimes, the resources she provides for children to use, as part of adult-led activities, are not well matched to their stage of development. This makes it difficult for them to achieve their goals.
- Support for children's developing communication and language skills is good. The childminder repeats children's words back to them. This shows them their words are valued and understood.
- Children hear lots of language as they share stories with the childminder and sing songs. The childminder chats to children about their play. She helps them to develop their vocabularies by introducing descriptive words, such as 'hard' and 'crunchy'.

- The childminder provides strong support for children's early literacy. She shares favourite books with children and talks to them about pictures and characters. The childminder moves her finger across words as she reads. This helps children to understand that print carries meaning.
- Children benefit from fresh air and exercise on a daily basis. They build strength and balance as they take part in music and movement sessions. Children develop their coordination as they help with everyday tasks, such as hanging out the washing.
- The childminder provides good support for children's mathematical development. She talks to children about the colour of toys and encourages them to match them together. Children help to count the number of pretend letters they post through a toy post box and the number of books they tidy away.
- Children learn about their local community and life outside the setting. They enjoy trips to the local library and playgroups. The childminder plans exciting outings to a nearby botanical garden and local museums.
- Children learn about life cycles and the natural world. They plant bulbs and sow vegetables in the childminder's enclosed garden. Children grow their own pumpkins and observe, over time, how caterpillars turn into butterflies.
- Parents have high praise for the childminder. Partnerships are very positive and feedback is excellent. Parents praise the childminder's caring nature and the progress their children make. They say systems for communication, which include a daily diary, are excellent.
- The childminder has experience of supporting children with special educational needs and/or disabilities. She has completed training to enhance her knowledge further. This helps her to meet children's individual needs.
- The childminder is very reflective. She proactively seeks training to keep her skills up-to-date and expand her knowledge. The childminder attends network meetings and shares ideas and good practice with other childminders. The childminder is dedicated to her role and the service she provides.

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 further improve the quality of the early years provision, the provider should:

- ensure that resources provided to support children's learning during adult-led activities are well matched to the stage of development children are at, in order for them to achieve their goals.

Setting details

Unique reference number	EY350594
Local authority	Durham
Inspection number	10399549
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 1
Total number of places	6
Number of children on roll	3
Date of previous inspection	5 December 2019

Information about this early years setting

The childminder registered in 2007 and lives in Durham, County Durham. She cares for children from 8am to 5.30pm, Monday to Friday, all year round, 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. This included evidence about first-aid training and the suitability of those living on the premises.
- 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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