

Childminder report

Inspection date: 4 March 2025

Overall effectiveness	Outstanding
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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 a strong sense of belonging in this warm and welcoming setting. The childminder provides a nurturing and stimulating environment that matches children's needs and interests extremely well. The childminder is very aware of children's experiences, preferences and care needs and takes full account of these. This helps her to ensure that all children feel happy, safe and secure. Children show great confidence, for example, when they proudly introduce themselves and their friends to the inspector.

The childminder mindfully delivers her incisively planned, play-based curriculum, both during time spent in the home and during group activities in the community. For instance, she has developed a weekly active play session to ensure that children get the best support possible in their physical development. Learning plans are comprehensive and flexible, which helps the childminder to meet individual children's learning needs precisely. All children make rapid progress, and their achievements are consistently high. The childminder makes learning fun and exciting. For example, children giggle with glee when they test how high they can toss pancakes they have made from dough. Her enthusiastic and energetic approach encourages children to participate, and they become absorbed in activities. They are highly motivated and inquisitive learners.

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

- The childminder's responsive approach helps to ensure that all children benefit from the ambitious curriculum. She knows which children need more guidance, and her gentle encouragement helps them to engage at a comfortable level. Some children prefer to learn independently, and the childminder supports them equally well. Her flexible approach contributes to children's excellent focus, determination and resilience in their learning.
- Children are eager to join in the appealing range of activities and experiences. The childminder weaves her specific learning aims in to play. For example, while decorating pancakes, older children learn about numbers, shapes and patterns. Younger children develop their hand muscles and coordination when the childminder shows them new techniques, such as pinching and kneading.
- The activities and experiences that the childminder provides for children are very carefully considered. Learning intentions during outings, adult-led activities and the environment for children's independent learning are clear. This provides consistent and exciting ways for children to learn and remember more. They develop a wide range of skills and knowledge that prepare them extremely well for later life and learning.
- Professional development is sharply focused. For example, following her own learning, the childminder has enhanced her curriculum for mathematics. This has

helped children to deepen their understanding of numbers, and they use them more readily and frequently during play. The impact of her skills and knowledge extends beyond the children that she cares for, for example, when she shares her expertise with other childminders during group activities that she leads in the community.

- The childminder shows children respect and values their voices. Children's behaviour is exemplary. They understand the childminder's expectations and follow her guidance. She encourages them to recall and celebrate their learning. For example, she helps children take photos of their creations and send them to their parents. They show great pride when their parents reply with messages and congratulate them on their achievements.
- Children learn about celebrations that are relevant to them, alongside other traditions in the wider world. Activities are appropriate and meaningful, which helps children to remember their learning. For example, they recall eating haggis and remember traditional songs they learned to celebrate Burns Night. This helps to promote a sense of community and cultural awareness. Children are proud of their heritage and show great interest and respect in the experiences of others.
- Routines help children to learn ways to keep themselves safe and well. For example, they are able to explain when and why they should wash their hands. Children benefit from a healthy diet and enjoy a wide variety of freshly cooked, nutritious meals and snacks. They say strawberries are 'so good and delicious that they make me dance'. Furthermore, the childminder shares articles and resources with parents to help them to promote children's good health and well-being at home.

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	EY361786
Local authority	Hartlepool Borough
Inspection number	10380439
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 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	10 June 2019

Information about this early years setting

The childminder registered in 2007. She operates all year round, from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. She works with her mother, who is also a registered childminder. The childminder offers government funded early education sessions.

Information about this inspection

Inspector

Clare Wilkins

Inspection activities

- 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, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector evaluated the activities children took part in during the inspection.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The childminder talked about leadership and management matters and shared key documents to support this discussion.
- The inspector took account of parents' views from written feedback provided.

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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