

Childminder report

Inspection date:

24 September 2025

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children are happy, settled and secure at this warm and friendly setting. They develop strong bonds with the childminder who is patient, caring and kind. The childminder praises and encourages children as they explore with toy animals and books. This helps to build their confidence and self-esteem. The childminder is a good role model. She is respectful and models and encourages manners. Children learn to share, to take turns and to play well with their friends. The childminder encourages children to take care of toys and pets.

Children benefit from fresh air and exercise daily. They learn about their local community and life outside the setting through visits to local toddler groups and the library. They explore the natural world through trips to local woods and a farm.

Children are confident and curious. They show good levels of focus, persistence and engagement as they explore with jigsaw puzzles and play a balloon game with the childminder. Children are becoming increasingly independent. They learn to put on and take off their shoes and coats. The childminder encourages children to make simple choices and decisions, such as which toy they would like to play with next. They are well prepared for their move to 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 is clear about what she wants children to achieve by the time they reach school or the next stage in their learning. She provides secure routines and plans exciting experiences that support them to develop and learn.
- The childminder gathers helpful information from parents when children start, about routines and children's interests. However, this does not consistently include more detailed information about what children already know and can do, in order to plan effective support for learning from the outset.
- The childminder provides good support for children's developing language skills. She chats to children about their play and shares stories and songs. This helps children to build their vocabularies. The childminder repeats children's words back to them. This helps them to know that their words are valued and understood.
- The childminder helps to support children's spatial awareness and understanding of position. They negotiate space as they push prams and squeal with delight as they release a ribboned balloon into the air and then pull it down again. The childminder emphasises the words 'up' and 'down' and talks to children about how high it floats.
- There is strong support for children's physical development. Children learn how to use their hands in different ways, as they stack toy cups to make towers and

explore with puzzles. Children build strength, balance and coordination during visits to soft play centres and music and movement sessions.

- The childminder provides good support for children's developing mathematical skills. She encourages children to recognise colours, to begin to count and to identify the names of shapes. Children begin to learn about size as they compare which toy crocodile is smaller and which is bigger.
- Overall, there is good support for children to begin to manage their behaviour. The childminder has realistic expectations and sets clear boundaries. However, she does not always make children aware, in simple terms, of the impact of their behaviour.
- The childminder understands the importance of working in partnership with other professionals, in education and health, involved with children in her care. This includes children with special educational needs and/or disabilities. This helps to create a consistent approach to support for children's learning.
- Parents speak very highly of the childminder. They praise the setting's consistent routines and systems for communication, including daily diaries. Parents describe the childminder as loving and compassionate. They are grateful for her expertise and the advice she provides, to help them support their children's development at home.
- The experienced childminder keeps her skills up to date and expands her knowledge, through training. She meets regularly with other childminders to share ideas and good practice and reflects well on experiences for children. She is dedicated to her role and has a positive attitude towards 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.

What does the setting need to do to improve?

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

- gather more detailed information from parents when children first start on what children already know and can do
- develop children's awareness of the impact of their behaviour.

Setting details

Unique reference number	EY367052
Local authority	Durham
Inspection number	10399663
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	10 December 2019

Information about this early years setting

The childminder registered in 2008 and lives in Sherburn, Durham. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except 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. She viewed a sample of documentation 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 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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