

Childminder report

Inspection date:

27 May 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	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in the care of this dedicated and caring childminder. Her ethos is to help children to be well-rounded, respectful and confident individuals who have the skills they need to make the best possible start in life. With this in mind, the childminder's curriculum is highly ambitious. She focuses clearly on the skills children need to learn next and uses enjoyable play-based activities to encourage their learning. This precise focus on specific skills helps children to make excellent progress in all areas.

Parents and carers comment that the childminder creates a warm, safe and stimulating environment, where children are not only cared for but nurtured. Children are very happy in the childminder's care. For example, they snuggle next to her as they look at family books together. Parents share that they know their children have been cuddled and hugged throughout the day.

Children learn how to keep themselves safe. For example, the childminder teaches them they must wait for her before going upstairs to the bathroom or down the stairs to the garden. Children hold the childminder's hand when they go outside. They behave exceptionally well. The childminder has clear rules that she consistently reinforces. When she reminds children not to climb on the steps outside, children follow this and quickly climb down.

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

- The childminder has a clear focus on mathematics. Throughout the session, children count and play with numbers. The childminder provides new and interesting resources to help extend children's skills further. During the inspection, children are excited to explore an activity helping them to combine numbers together. They count and add numbers and begin to understand what the addition symbol looks like and means.
- The childminder has an excellent relationship with parents. When children first start, she gathers incredibly detailed information to plan her curriculum from. The childminder and parents work together exceptionally well to develop a partnership approach to support children's learning. For example, she talks with parents about where children are in their learning and what they are doing at home. They talk about how to extend children's learning further and how parents can help at home. This helps children to make superb progress.
- The childminder has a superb relationship with the local school. She helps children to get to know school staff before children start. For example, children play in the school garden to get to know the environment. The childminder plans opportunities for children to meet staff and find out about what they will be doing in school. This helps children to become familiar with the school and look

forward to the move to school when the time comes.

- The childminder's professional development is precisely focused on enhancing her skills further. She has recently made changes to the information she gathers from parents following training to ensure that children are safe. The childminder has also reviewed how she can develop her relationship with parents further. This has helped her to improve how she operates and ensure that her service meets all children's needs.
- Children thoroughly enjoy their learning. They are excited to discover how much their sunflowers have grown. They are intensely focused as they use a tape measure to measure the plants. Children then transfer this skill to measuring other things in the garden. The childminder extends children's learning extremely well. For example, she demonstrates how to read, write and count larger numbers. She teaches children mathematical terms, such as 'taller' and 'shorter'.
- The childminder focuses on providing a language-rich environment for children. She uses books and songs throughout the day to enhance children's communication. The childminder plans new words that she wants to introduce to children and uses these throughout the day. For instance, she introduces mathematical terms, such as 'add' and 'heavy', with older children. Younger children quickly learn the parts of the body as the childminder focuses her learning on this.
- Children concentrate exceptionally well for their age. They are highly engaged as they use recycled boxes and cartons to make a car. Children build with a clear purpose in mind, choosing things that they can use for a part of the car. For example, they use lids for wheels and smaller boxes for luggage.
- The childminder provides children with a wealth of experiences beyond their own. For example, children enjoy visiting story sessions at the library and groups at the local church. Children develop a strong awareness of different cultures and beliefs through these sessions. They develop strong friendships with all children and learn about different lifestyles during these experiences.
- Children are incredibly independent. From an early age, children learn how to put their shoes and coats on. They use cutlery with good control and pour their own drinks. The childminder encourages and supports children to try to do things themselves. Children choose and use a range of resources independently. They look at books and tell the stories confidently or choose the things that they need to build a car.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture towards safeguarding that puts children's interests first.

Setting details

Unique reference number	EY369618
Local authority	Durham
Inspection number	10388804
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 10
Total number of places	6
Number of children on roll	13
Date of previous inspection	30 July 2019

Information about this early years setting

The childminder registered in 2008 and lives in Durham. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides government funded places for childcare.

Information about this inspection

Inspector

Elizabeth Fish

Inspection activities

- The childminder showed the inspector around her home and explained how she organises her provision.
- The inspector observed the children playing and learning.
- The childminder evaluated an activity with the inspector.
- The inspector talked to the children and the childminder at appropriate times during the inspection.
- Parents provided written feedback for the purpose of the inspection.
- The childminder showed the inspector a range of documents, including those relating to the suitability of all household members.

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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