

Childminder report

Inspection date: 19 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	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children flourish in this warm and vibrant home-from-home environment. They are greeted with smiles and settle quickly into play, demonstrating how secure and happy they feel. The dedicated playroom is thoughtfully arranged with a wide variety of engaging resources that spark creativity and imagination. A large, well-resourced garden provides further opportunities for physical challenge and exploration, giving children space to be active and adventurous when outdoors.

The childminder and the assistants she works with are excellent role models and have high expectations for children's behaviour. They show respect, kindness and patience in all interactions, which the children mirror in their play and relationships. This creates an atmosphere of mutual care where children value one another's ideas and contributions. Every child is helped to feel they belong and are capable, including those with special educational needs and/or disabilities (SEND). Children take part in shared activities with confidence, knowing they will be supported to succeed.

Children develop positive attitudes to learning, showing perseverance and focus. They immerse themselves in imaginative play, proudly dressing as 'sparkling fish' and acting out underwater adventures with their friends. Outings to farms, libraries and museums further enrich their experiences, broadening horizons and igniting curiosity. Children leave this setting as resilient, enthusiastic learners who are exceptionally well prepared for the next stage of their education.

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

- The childminder provides a curriculum that is ambitious, carefully structured and precisely tailored to every child. Themes are designed to inspire curiosity and connect meaningfully across all areas of the curriculum. For example, in a 'seaside' topic, children scoop shells to uncover fish and match them to cards, combining mathematical reasoning with fine motor control. This ensures children build a rich breadth of knowledge and skills that prepare them exceptionally well for the next stage of their education.
- The curriculum is expertly differentiated for mixed-age groups. Babies explore sensory play and practise first steps. Toddlers develop colour recognition and counting, while older children tackle stage-appropriate phonic activities and early writing. The childminder seamlessly weaves these opportunities into shared routines so every child is appropriately challenged. This means all children, regardless of age or stage, are consistently stretched and make significant progress.
- The childminder demonstrates exceptional skill in developing children's language. She introduces ambitious vocabulary, such as 'fierce' and 'scales that

sparkle', during storytelling and role play. Even the youngest toddlers confidently retell stories to their friends, adopting new words in imaginative narratives and discussions. This means children develop a love of words, advanced communication skills and the ability to express themselves with precision and creativity.

- Children's independence is outstanding. From the earliest age, they are encouraged to feed themselves and manage their belongings. Older children take responsibility for preparing resources and supporting their peers, such as handing out bibs or tidying chairs. This means children become highly self-sufficient, respectful of others and equipped with essential life skills that will support them long after the early years.
- Mathematical and literacy skills are consistently embedded in play. The childminder seizes spontaneous opportunities, such as counting fish, identifying shapes and encouraging mark-making. Children independently count, write and recognise symbols in everyday activities. This means they develop secure early numeracy and literacy skills and approach new learning with confidence and enthusiasm.
- Physical development is promoted exceptionally well. The secure garden provides challenging climbing equipment, while indoor play supports both gross and fine motor development. Babies are sensitively supported as they take their first steps, while older children refine strength and dexterity through using tongs, mark-making, yoga and lively dance. This means children show outstanding confidence, coordination and resilience in all areas of movement.
- Partnerships with parents are exemplary. Parents describe the childminder as transformative in their children's lives, highlighting support with weaning, toilet training and speech development. They value her clear structure, consistent boundaries and nurturing care. Parents consistently report rapid progress and growing confidence. This means children experience seamless continuity between home and the setting.
- Leadership is inspirational. Practice is continually reflected upon, and professional development is actively prioritised to enhance provision. For example, the childminder and her assistants undertake specialist training in areas such as SEND and inclusion, recording reflections to shape future practice. This means there is a deeply embedded culture of improvement where children consistently receive very high-quality care and education.

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	EY400013
Local authority	Middlesbrough
Inspection number	10399744
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	0 to 12
Total number of places	12
Number of children on roll	26
Date of previous inspection	12 December 2019

Information about this early years setting

The childminder registered in 2009 and lives in Hemlington. She operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder works with assistants and provides funded early education for children aged from nine months to four years.

Information about this inspection

Inspector

Claire Budge

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- 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.
- Children spoke with the inspector during the inspection.
- The inspector talked to the childminder and her assistants at appropriate times during the inspection and took account of their views.
- The inspector and the childminder carried out a joint observation of a group activity.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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