

Childminder report

Inspection date: 21 May 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
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 eagerly enter the welcoming home-from-home environment and quickly become involved in play. They are happy and display a strong sense of belonging. Children are highly sociable and demonstrate confidence in new situations. They make independent choices about what they want to play with and remain focused for extended periods of time. Older children are confident to hold conversations with the childminder and to share their thoughts and ideas, which she values highly. They develop strong bonds with the childminder, which supports them to settle exceptionally well.

Children show high levels of engagement and determination, such as when they work together moving and exploring pieces of bamboo. They giggle with excitement as different-sized balls drop into a bowl. The childminder skilfully encourages children to become competent in resolving minor differences by reminding them to share and take turns. Furthermore, she constantly uses praise and encouragement when children explore new experiences and help to tidy away the toys. This helps to develop children's self-esteem. Children respond positively to the childminder and each other and, as a result, they develop excellent social skills.

The childminder is a positive role model. She reminds children to use their manners and show respect for one another. Children behave exceptionally well. They show a deep understanding of the rules and boundaries in the setting. For example, they know to sit at the kitchen table when eating and drinking.

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

- Children make good progress across all areas of learning and show high levels of motivation as they play. The childminder knows children well and skilfully builds on their interests. For example, children excitedly explore different minibeasts using microscopes. The childminder introduces words, such as 'wing' and 'shell', to help children to build their vocabularies.
- The childminder carefully divides her time between the children. She plans for children's learning well and provides an excellent balance of adult-led and child-initiated activities. In addition, the childminder responds swiftly to children and provides toys that she knows they enjoy playing with. As a result, children demonstrate high levels of sustained curiosity, for example, while exploring different shapes on a light table.
- The childminder reflects on her practice and works hard to maintain quality. She values opportunities to update her knowledge through regular training and networking with other childminders. The childminder is motivated to read, review and reflect on these changes to improve the service she provides. She responds quickly to changes and updates in the sector.

- Relationships with parents and carers are strong. The childminder gets to know children and their families very well from the start. Parents are happy with the care and education their children receive. The childminder provides advice and support about children's development, including toilet training. This helps to create a consistent approach to support for learning. The childminder and parents share a two-way flow of information, including photos. However, the childminder does not build opportunities to work in partnership with other settings when children move on.
- The childminder has meaningful discussions with children to help develop their understanding of mathematics in their play. For example, she uses language such as 'full', 'empty', 'more' and 'less'. Furthermore, the childminder encourages children to practise what they have previously learned, such as when they eagerly join in as she counts to five.
- The childminder promotes a love of books and reading. Children enjoy regular visits to the library and enjoy stories, songs and rhymes. The childminder asks relevant questions to encourage children to talk about what they see in illustrations and to link aspects of the stories to their own first-hand experiences. As toddlers explore sensory books, the childminder introduces language to describe the different textures. Babies snuggle close and enjoy turning the pages.
- Children benefit from healthy and home-cooked meals and snacks. The childminder encourages children to try new foods. She talks to children about healthy eating and the importance of a balanced diet. The childminder implements routines to promote children's good health. For example, children have daily opportunities to be active on walks and outings to the local park. However, on occasion, the childminder does not consistently promote children's self-care skills during some routines, such as when washing their hands.

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:

- strengthen systems to work in partnership with other settings, particularly to support children's transitions
- provide children with more consistent opportunities to develop their self-care skills.

Setting details

Unique reference number	EY413284
Local authority	Redcar and Cleveland
Inspection number	10392874
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 3
Total number of places	5
Number of children on roll	9
Date of previous inspection	1 October 2019

Information about this early years setting

The childminder registered in 2010 and lives in Guisborough, Cleveland. She operates all year round, from 9am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She provides government funded places for childcare.

Information about this inspection

Inspector

Nicola Coverdale

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 the children.
- The inspector discussed with the childminder how she helps to keep the children safe. This included evidence about first-aid training and the suitability of those living on the premises.
- The childminder and the inspector reflected on the children's learning together. The inspector observed the quality of education during activities and assessed the impact on the 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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