

Childminder report

Inspection date: 15 July 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy, settled and form strong attachments with the childminder and her assistants. They demonstrate that they feel safe and secure in this setting. The childminder provides a well-planned curriculum and environment that supports children's learning overall. She introduces activities, such as story and singing sessions. Children join in enthusiastically and listen attentively to familiar stories. The childminder provides cosy reading areas and uses props to enhance children's enjoyment of books. She uses a focus book each week which is linked to activities and themed visits. This helps children to make connections in their learning and develop their early literacy skills.

The childminder supports children's physical development well. Outdoors, children propel themselves on ride-on toys and build with large bricks. Indoors, babies move their bodies to music and pull themselves up and begin to stand. Children are confident to explore and show high levels of engagement in their chosen play. They have lots of opportunities to explore, investigate and use their imaginations. For example, children use play dough, bricks and tools to pretend to be builders outdoors. Children show a willingness to have a go and persevere. For instance, younger children try hard to complete puzzles. The childminder encourages children to share and take turns, such as when they pick objects out of a bag during a game.

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

- The childminder provides a curriculum that is well matched to children's ages and stages of development. She uses her knowledge of each child's interests to plan a curriculum that builds on what children know and can do. This ensures that children's learning is meaningful and enjoyable.
- Supporting children's communication and language is a strong focus in the curriculum. The childminder engages children in meaningful conversations throughout their play. She introduces new vocabulary and listens attentively to what children have to say. This helps children to become confident communicators.
- Children have lots of opportunities to develop their fine motor skills. Younger children use chunky brushes and rollers to paint on large shower curtains outdoors. Older children make meaningful marks on a chalk board with purpose and control. The childminder encourages children to practise pouring dried pasta from different containers. This helps to strengthen the muscles children need for later writing.
- The childminder encourages children to develop their self-care skills at every opportunity. For instance, she encourages them to pour their own drinks. Younger children practise washing their faces with flannels and washing their

hands at an outdoor water station. This helps to children to develop skills they will need for their next stage in learning.

- Partnerships with parents and carers are strong. Parents appreciate the regular communication and suggestions for supporting their children's learning at home. The childminder sends home an 'adventure bear' with children, to encourage them to share photos and information about their experiences at home. This helps the childminder to provide continuity in children's learning.
- The childminder promotes healthy lifestyles. She provides children with nutritious meals, promotes good hygiene routines and plans regular opportunities for outdoor play and fresh air. The childminder places a focus on extending children's experiences, such as visits to the zoo, local woods or theatre. The childminder uses these opportunities to develop children's social skills and understanding the world.
- The childminder promotes positive behaviour and supports children to manage their emotions. For example, she encourages children to use emotion cards and 'kind hands'. However, the childminder has not focused professional development on using consistent strategies to support children's understanding of instructions and her expectations. For example, at times, she carries children between activities or areas without clear explanation. This does not help children to gain a deeper understanding of what is expected of them.
- The childminder supports her assistants well overall. She monitors their practice and values them highly. However, during some adult-led group activities, the childminder does not consistently deploy her assistants to support all children fully in their learning. For example, there are sometimes larger groups of younger children, which makes it more difficult to engage all children in their learning. As a result, some children lose interest and wander away from the activity.

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:

- focus professional development opportunities on enhancing knowledge of how to support younger children to understand the expectations for their behaviour
- deploy assistants during adult-led activities to consistently support all children, particularly younger ones, to remain engaged in their learning.

Setting details

Unique reference number	EY423473
Local authority	Durham
Inspection number	10388523
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 6
Total number of places	18
Number of children on roll	25
Date of previous inspection	16 July 2019

Information about this early years setting

The childminder registered in 2011 and lives in Consett, County Durham. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with assistants, of whom two hold qualifications at level 3. She provides government funded childcare.

Information about this inspection

Inspector

Melanie Vincent

Inspection activities

- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to and interacted with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder evaluated children's learning with the inspector.
- The inspector spoke to the childminder and her assistants at appropriate times during the inspection.
- Parents shared their written views 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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