

Childminder report

Inspection date: 2 April 2025

Overall effectiveness	Good
------------------------------	-------------

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 show that they feel happy, safe and secure with the childminder. They have close relationships with her and show enjoyment in each other's company. The childminder provides an exciting, interesting environment, indoors and outdoors, for children. She has an excellent understanding of children's likes and preferences and uses this information to prepare activities for them. The childminder is skilled at providing the correct level of support and challenge for individual children. She teaches them through their play and exploration. For example, as children request to blow bubbles, the childminder encourages them to count how many and models number names in sequence.

Children's behaviour is exceptional. The childminder teaches them how to be well mannered and polite. She encourages them to share toys and play together cooperatively. Young children are kind and considerate towards each other. They show consistently high levels of engagement in activities and are keen, enthusiastic learners. The childminder has effective partnerships with parents. She regularly shares information about children learning with them. Parents are very happy, and they leave positive feedback for the childminder. They describe her as kind, caring and loving and feel she uses her 'wealth of experience and professional judgements to understand children's needs'.

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

- The childminder provides children with a curriculum that is based on their interests and also broadens their experiences. The childminder knows children very well and uses every opportunity to challenge and extend their learning. She gathers information from parents to help her know children's accurate stages of development and reflects on assessments to ensure that children make good progress.
- Children demonstrate very good communication and language skills. The childminder focuses on this area of their learning and constantly models clear language to them. She provides a narrative as they play and extends their vocabulary by adding in extra descriptive words. Young children hold full conversations with each other and know how to express their needs.
- The childminder helps children to build secure foundation for the future and helps them to prepare to move on to school. For instance, she encourages them to be independent from an early age and take an active part in their own self-care. Children know where their belongings go and can put on their own shoes to go outdoors. They show pride when they use the toilet and know to wash their hands afterwards.
- Children have a lot of fun with the childminder. They regularly go on trips into the community and access local groups in the area, such as the gymnastics club.

The childminder joins in with their play, and they dance together to favourite songs. Children laugh and giggle as they dance and develop their physical skills.

- Outdoors, children stay engrossed for extended lengths of time as they use scoops to pour the coloured rice into tubs and talk about rainbows. The childminder uses opportunities to challenge children's mathematical skills, and they talk about full, empty, how many and more than. Children point out basic shapes in the environment and begin to recognise some numerals.
- The childminder knows how to meet children's specific care needs. She works alongside parents and other professionals to make adjustments, so children can participate in activities with enjoyment. The childminder uses effective procedures to help children settle-in quickly. Parents describe this as completely 'child-centred' and are very happy with how quickly the childminder got to know their children.
- The curriculum for children's personal, social and emotional development is strong. Children make excellent progress in this area of their learning. They benefit from the nurturing approach that is used by the childminder. They have high levels of self-confidence and self-esteem. The childminder uses specific praise to help them understand the things they have done well and has clear boundaries and expectations.
- The childminder ensures that she maintains an up-to-date knowledge and understanding of new legislation and safeguarding topics. She works closely alongside the local authority advisers and attends network meetings with other childminders. However, she has not recently accessed any professional development that focuses on enhancing her teaching skills.

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:

- consider ways to access further professional development opportunities to maintain high-quality teaching skills.

Setting details

Unique reference number	EY426919
Local authority	Stockton-on-Tees
Inspection number	10380565
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	13 June 2019

Information about this early years setting

The childminder registered in 2011 and lives in Thornaby, Stockton-on-Tees. She operates all year round, from 8am to 4pm, Tuesday to Thursday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Michelle Lorains

Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- A joint observation was completed by the childminder and the inspector outdoors during a planned activity.
- The inspector held a discussion with childminder in relation to the leadership and management of the setting. She looked at relevant documentation, such as evidence of the childminder's suitability to work with children.
- The childminder gathered feedback from parents for the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025