

Childminder report

Inspection date: 25 June 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 very happy with this caring childminder. Parents say that children love every minute of their time with her. Children have a very good relationship with the childminder. For example, they thoroughly enjoy playing with her or sitting next to her as they listen to books. Parents comment that she fosters positive relationships with all children. They feel she goes 'above and beyond' in her care and development of children. The childminder gives clear messages to children about keeping themselves safe. This includes sharing expectations when they are outside of her home.

The childminder's curriculum is ambitious. She has thought carefully about the order in which children develop their skills across the whole curriculum. She is aware of the developmental stages that children go through as they develop their literacy and counting skills. She makes good use of opportunities to model counting.

The childminder manages children's behaviour well. She takes time to explain to children the importance of sharing their toys and resources. She spends time helping children to recognise their own emotions and those of their friends. When children take toys off each other, she talks to them to help them to understand how others are feeling. The childminder uses distraction well to help children to work alongside others.

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

- The childminder knows children well and knows what she wants children to learn next. She plans appropriate activities to support children's interests further. For example, she places tweezers in the water and moulds in the sand. This supports children's small-muscle development while following their interests in sand and water play. Children concentrate well on these activities.
- The childminder supports children's good health. She teaches them the importance of washing their hands before eating and after playing outside. She talks to them about the importance of fresh air, exercise and foods that are good for them. Children enjoy a range of healthy meals with fresh fruit and vegetables. They enjoy playing in the childminder's well-equipped garden.
- The childminder does not consistently consider the most effective ways to plan and support younger children's learning. Sometimes, the childminder has a lot of toys and resources out. This occasionally distracts children. For example, they become distracted by what other children are engaged in, and this causes them to lose focus on what they are doing.
- The childminder supports children's language and communication effectively. She talks to children and plans the vocabulary that she wants to introduce to them.

This includes terms such as 'full, empty' and 'squeeze'. The childminder works with parents effectively to support children's communication. For example, she shares books that children enjoy and strategies she finds successful in her home. This supports children to make good progress.

- The childminder has clear routines during some aspects of the day. For example, children know the routines when they get ready to take older children to school in the morning. However, the childminder has not thought through how some routines can support children's engagement more effectively. For example, while she is occupied preparing lunch, some children lack engagement as they look at books and this impacts on other children's concentration.
- Children enjoy looking at books. The childminder reads stories with good expression. She encourages children to talk about illustrations and to join in with repeated refrains. Good questioning helps younger children to think about why things happen. Children enjoy joining in with the book and looking at the illustrations.
- The childminder has a good relationship with the local school. Written feedback from teachers in the school say that the childminder is vital in supporting a seamless transition. They share information about children's learning and the childminder builds on this in her home.
- The childminder is committed to keeping her knowledge and skills up to date. Her professional development is focused on how she can improve children's learning. She has recently attended training on supporting children's communication and this is having a positive impact. The childminder works with local childminders and researches effective practice. This helps to improve her teaching further.
- The childminder talks to parents about keeping children safe online. She talks to older children about how to remain private as they use social media. She gives messages to parents about applications that children may use.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture towards 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:

- find more effective ways to plan and support younger children's learning
- consider how routines can be organised to support children's engagement and concentration.

Setting details

Unique reference number	EY432863
Local authority	Stockton-on-Tees
Inspection number	10392884
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 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	4 October 2019

Information about this early years setting

The childminder registered in 2011 and lives in Ingleby Barwick. She operates all year round, from 8am to 5.30pm, Tuesday to Thursday, except for bank holidays and family holidays. The childminder holds a qualification at level 3. She provides government funded 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 children playing and learning.
- Parents and teachers from the local school provided feedback for the purpose of the inspection.
- The childminder evaluated an activity with the inspector.
- The inspector spoke to the childminder and children at appropriate times during 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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