

# Childminder report

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Inspection date: 5 March 2025

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

The childminder provides a happy, nurturing and homely environment. Children play and explore happily in her welcoming home. They are confident to express their needs and thoughts. For example, they delightedly recall their recent time at the farm. They exclaim that they are, 'Ready to go!', as they pack their toy babies and a 'picnic'. They explain to visitors how they saw tortoises and pigs as they kindly offer 'cups of tea'. Children develop strong bonds with the childminder. They love to give cuddles to her, showing a true sense of belonging.

Children's behaviour is good. The childminder has clear rules and boundaries in place and children show an understanding of these. They demonstrate kindness towards one another and have established secure, positive friendships. Older children involve younger children in their play. Children with special educational needs and/or disabilities are well supported. The childminder works closely with parents and carers to identify any extra support available to children to support their learning and development within the setting.

The childminder has a simple curriculum that builds towards children being ready for their next stage in learning, such as nursery or school. She has identified the skills and knowledge she wants children to develop, such as building independence and managing their own clothes and shoes. The childminder also offers support for children to be toilet trained if this is appropriate for their needs. Children are well prepared for the next stage of their learning.

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

- The childminder recognises how young children learn. She has carefully considered the learning environment and has arranged resources so that the children can independently access what they want. For example, they choose to explore the builder's tray filled with sensory materials relating to the 'Goldilocks' story. This helps children to become even more deeply engaged in the learning opportunities they choose.
- The childminder knows each child well. She finds out about their family and experiences they have at home. She identifies what children already know and can do and assesses what they need to learn next. This helps prepare children for starting school.
- The childminder implements her curriculum for early literacy skills and children's love of books and stories effectively. She ensures a variety of books are readily available to children. Children listen intently as the childminder reads and talks about the pictures on each page. This helps children to develop their early comprehension skills. However, although the childminder encourages children to develop their early writing skills, older children are not consistently offered

additional support to develop a comfortable tripod grip. This does not help them develop good control for future writing.

- The childminder provides a range of outings and experiences. Children visit parks, libraries and playgroups. This helps children to develop an understanding of society and builds their confidence in social situations extremely well.
- The childminder teaches children about the importance of healthy living. She ensures they receive healthy and nutritious meals and snacks. She also supports good oral health through practising toothbrushing routines and providing information for parents. This supports children's good health.
- Partnership with parents is good. Parents speak highly of the safe and caring environment the childminder provides. They describe the progress they have seen in their children since they have been at the setting. Parents especially compliment the time the childminder invests in reading and sharing stories with children, developing their early love of books.
- The childminder has close relationships with other settings that the children attend. She shares information with them regarding children's development and messages from home. This ensures that children's transitions between her home and other settings are as smooth as possible.
- The childminder does not maintain an accurate record of accidents and injuries. Although she records some accidents, she has not ensured recent records are available for inspection or kept them for an appropriate period of time after a child has left her care. Although this is a breach of the requirements of the early years foundation stage, it does not have a significant impact on children's care, safety or welfare. The childminder keeps herself up to date with mandatory courses, such as first aid and safeguarding. This means she understands how to keep children safe.

## 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 meet the requirements of the early years foundation stage, the provider must:**

|                                                                                                                                                                                                     | Due date   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| ensure records relating to individual children are completed and retained for a reasonable period of time after they have left the provision, specifically relating to children's accident records. | 01/05/2025 |

**To further improve the quality of the early years provision, the provider should:**

- consider additional ways to help children to develop a tripod grip to support their early writing skills.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY442001                                                                          |
| <b>Local authority</b>                             | Redcar and Cleveland                                                              |
| <b>Inspection number</b>                           | 10380511                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 0 to 12                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 9                                                                                 |
| <b>Date of previous inspection</b>                 | 12 June 2019                                                                      |

## Information about this early years setting

The childminder registered in 2012 and lives in Redcar. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a degree in early childhood studies. She provides funded early education for children aged from nine months up 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 to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and the children.
- 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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