

Childminder report

Inspection date:

25 September 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

This childminder provides a calm, nurturing environment where children benefit from her kind and attentive care. Her supportive approach helps all children to feel valued and safe. Children arrive happily, settle quickly and separate from parents with ease. The childminder builds close, trusting relationships with families and tailors her approach to each child's needs and interests. She helps children to develop confidence when they first start to attend, for example by building up their time with her gradually to allow them to become familiar at a pace that suits them. Routines are predictable and the childminder shares her expectations clearly. This helps children to feel secure. They show a strong sense of belonging in her home and their behaviours are positive.

The childminder wants children to be confident and ready for when they move on to nursery or school. Her curriculum is broad and balanced. She supports children's overall learning well, with a focus on helping them to develop friendships, emotional security and independence. Learning opportunities centre around children's interests. This generally motivates them to play and learn. The childminder provides a mix of home-based learning opportunities and outings in the local community. This gives children opportunities to build on their experiences and learn about the world around them.

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

- The experienced childminder has a secure understanding of typical child development. She observes children at play to check that they are making good progress and achieving well. She is quick to identify children who may need extra support. She works closely with parents and other professionals, and they share plans to help children to catch up in their learning.
- Teaching, overall, helps children to learn more. For example, the childminder uses number language in play, which builds children's mathematical awareness. However, she does not always use this intentionally to teach concepts such as counting and comparison. Similarly, language support helps children to hear and understand new words, but is not directed towards helping them to build on pronunciation skills. This general approach does not focus on specific skills to help children make even stronger progress.
- Activities are carefully planned and unhurried. The childminder gives children plenty of time to think and explore. For example, in the garden, children touch and smell the plants they add to their sensory garden tubs. However, when children move quickly between activities, the childminder does not consistently help them to maintain focus. This limits opportunities for children to develop sustained attention and concentration.
- The childminder gives children plenty of praise, which helps to raise their self-

esteem. Her positive approach and modelling of good manners help children to develop respectful behaviours and build strong social skills. They respond well to her warm tone and clear expectations, which contribute to the calm and cooperative atmosphere.

- There is a strong focus on helping children to be independent. The childminder has high expectations of what children can do for themselves and uses every opportunity to encourage perseverance and resilience. For example, very young children learn to put on their own wellington boots and keep trying to put on their coat, even when they find this a bit tricky.
- Children benefit from plenty of fresh air and exercise, for example on walks through the woods and when riding wheeled toys in the garden. The childminder encourages parents to provide healthy packed meals for lunch, and she further supports this by providing children with nutritional snacks such as fruit and vegetable sticks. This helps to support children's good health and their physical development and well-being.
- The childminder liaises with other childminders to share ideas and evaluate practice. She is committed to continuous development. For example, she plans to develop a growing area in her garden. She has sought out professional development opportunities to extend her already good skills in supporting children who have special educational needs and/or disabilities. This demonstrates a strong capacity to strengthen her provision to even higher levels.
- Parents say their children have 'come on leaps and bounds'. They value advice from the childminder, for example about routines at home, which they say has contributed to them supporting their children more effectively at home.

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:

- further strengthen the good teaching to focus more intently on the particular skills and knowledge that children need to learn
- provide more consistent support for children to develop more focus in their learning.

Setting details

Unique reference number	EY442519
Local authority	Durham
Inspection number	10398872
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	4
Date of previous inspection	13 November 2019

Information about this early years setting

The childminder registered in 2012 and lives in Tow Law, Durham. She operates all year round from 9am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder occasionally works with an assistant. She holds a relevant qualification at level 5. The childminder offers government funded places and receives additional funding for disadvantaged children.

Information about this inspection

Inspector
Clare Wilkins

Inspection activities

- The childminder and the inspector discussed how the childminder organises her provision, including the aims for her early years curriculum.
- The inspector viewed and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about children's learning and development.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder spoke to the inspector about leadership of her provision and shared some relevant documents.
- Parents spoke to the inspector during the visit and shared their views.

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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