

Childminder report

Inspection date: 8 May 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

The childminder's dedication to her role is clear, and she strives to make a difference in children's lives. She scrutinises every aspect of her very well-organised provision to check that she takes all possible steps to meet children's care and learning needs precisely. She has a deep understanding of each child's experiences and needs and the measures to meet these are comprehensive. She shares her attention well between each of the children, reassuring them and supporting them to feel safe and happy in her care. Children thrive; frequently seeking her out for physical comfort or to share their joy in learning. They tell the inspector that days with the childminder are their 'best days ever'.

Plans for learning are personalised to each child, while ensuring that activities and experiences support every aspect of children's learning and development. This helps to ensure that the childminder supports every child to reach their full potential. Within the curriculum, there is a distinct focus on supporting children to develop positive attitudes, confidence, social skills and a responsibility to be good and kind to others. Children demonstrate the impact of this approach. For example, older children help younger children to build a tower. They clap and cheer when their friend manages to stack more and more bricks.

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

- Children gain depth in their learning. For example, in the curriculum for mathematics, the childminder presents numbers up to five in a range of contexts, which helps children to strengthen their understanding and remember their learning. Once they achieve this, she extends her teaching to introduce higher numbers and more-complex problems to solve. Children build successfully and progressively on their existing skills and abilities.
- The childminder skilfully links activities to reinforce and extend children's learning. For example, after sharing a much-loved book, the childminder introduces a practical activity for children to act out the story. She repeats key words from the text and explains their meanings, for example, that the words 'hoover' and 'vacuum' mean the same. This supports children's increasing vocabulary very well and they become confident communicators.
- Providing structure throughout the day is a priority for the childminder. She supports this well, for example, during group activities that she organises in the community. Consistent routines help children to gain a sense of what comes next in their day and to understand the expectations for their behaviour. This helps them to feel secure. They experience being part of a larger group, and develop important social skills and confidence in preparation for school.
- Activities are appealing and linked to children's interests. This sparks their curiosity and encourages their involvement in meaningful play. All children

concentrate well and eagerly explore during play. For example, they become absorbed when they experiment with different tools and mixtures to clean cars in the 'car wash' the childminder has created for them. She supports their learning very well during such times, weaving new skills and knowledge into their play.

- Partnerships with parents are well established and highly effective. The childminder shares her expertise with them to support them in extending children's learning further at home. Parents talk about how she welcomes their children with 'open arms and a big smile'. They appreciate how sensitive she is to their children's needs and consistently praise her for the rapid progress that their children make.
- The childminder's commitment to building on her own skills is commendable. She evaluates all aspects of her provision, including the learning environment, and how her own knowledge and interactions with children impact on their achievements and dispositions. Professional development is closely aligned to children's needs and she researches topics in great depth. This contributes to her meticulous support plans for each child that help them to make rapid progress.
- Conversations about different needs, abilities and values are actively encouraged. Children benefit from age-appropriate discussions, activities and experiences that reflect diversity and teach them about the similarities and differences between themselves and others. The childminder celebrates what makes each child unique. They learn to be proud of who they are and learn understanding, compassion and consideration for others.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY478977
Local authority	South Tyneside
Inspection number	10388299
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 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	5 July 2019

Information about this early years setting

The childminder registered in 2014 and lives in South Shields, Tyne and Wear. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 2. She provides government-funded early education sessions.

Information about this inspection

Inspector

Clare Wilkins

Inspection activities

- The inspector viewed the areas of the childminder's home used for childcare. The childminder talked about how she organises her provision and ensures that the premises are safe and secure.
- The childminder talked about the aims and rationale for her early years curriculum.
- The inspector observed the quality of education and assessed the impact this was having on children's learning and development.
- The childminder evaluated an activity that she provided, alongside the inspector.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The childminder provided a range of relevant documents to support discussions about the leadership and management of her provision.
- Parents shared their views about the childminder through written feedback provided.

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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