

Childminder report

Inspection date:

23 September 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

Children are extremely settled, happy and engaged in the childminder's inviting home. They benefit from wonderful opportunities to learn through a wide range of highly motivating and exciting activities and experiences. For example, children grow vegetables at the childminder's allotment and collect eggs from her chickens. They learn about the value of composting, look at insects, and gather conkers during woodland walks. Children help to care for eggs and observe as they hatch. These experiences have a significant impact on children's understanding of the natural world and how to care for living things.

Children build strong bonds with the childminder. They have fun together and enjoy each other's company. The childminder praises children and delights in their achievements. This helps children to recognise that what they are learning has value, and builds their confidence and self-esteem. Children are extremely focused and engaged in their play and learning. They persevere as they learn and practise new skills, such as when cutting fruit at snack time. Children learn to play well together, share, and be kind to their friends. They develop independence rapidly and are very well prepared to move on to the next stage of their learning.

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

- The childminder is highly ambitious for the children in her care and their progress. She gathers detailed information from parents when children start, including about parents' own ambitions for their children. This helps her to plan highly effective support for children's learning from the outset. The childminder models new skills extremely well, such as how to use tongs and cutlery. She provides detailed explanations alongside modelling the skills. This supports children's understanding and helps them to make rapid progress.
- Support for children's learning about healthy lifestyles and nutrition is excellent. The childminder's curriculum strongly promotes outdoor play, fresh air and exercise. Children take part in cooking activities and enjoy healthy, homemade meals. They grow and pick strawberries and potatoes to eat. This helps them to be curious and find out about where food comes from.
- The childminder uses very rich and descriptive language as she chats to children about their play. When reading books to children, the childminder introduces new words, such as cover and spine. Children learn the names of less familiar animals, flowers and things that grow, such as 'lichen'. This modelling of language has a significant impact on expanding children's vocabulary.
- Children benefit from innovative opportunities to explore music and movement. They observe how musical instruments are played, and learn to move their bodies in different ways such as through yoga and dance. This helps children to develop their core strength, balance and flexibility as they hone their physical

skills well.

- Children develop their coordination as they take part in exciting experiences, such as potato printing and pumpkin scooping. Children learn how to use their hands in different ways as they practise using tongs and chopsticks. This helps them to develop dexterity for later tasks, such as tying shoe laces and early writing.
- The childminder provides thorough support for parents to extend their children's learning at home. She shares ideas for activities and healthy recipes. The childminder provides resources for parents to use, including packs to help support children's oral health and early mathematical skills. Feedback from parents about the childminder and her service is excellent. This promotes superb continuity of care and learning for all children.
- The childminder understands the importance of working closely with other professionals involved in children's education and health. This includes children with special educational needs and/or disabilities. The childminder asks school staff what they would like children to learn by the time they start school. This practice of information sharing helps to create a consistent approach to support for all children's learning which helps them to make exceptional progress.
- The childminder reflects deeply on experiences for children in order to continuously improve her provision. She has a very positive attitude towards her professional development and looks to continually expand and enhance her skills and knowledge. The childminder also supports other early years professionals with their training needs. This helps to raise the standard of teaching and outcomes for all children across the sector.

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	EY547779
Local authority	Durham
Inspection number	10399697
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	12
Number of children on roll	18
Date of previous inspection	11 December 2019

Information about this early years setting

The childminder registered in 2017 and lives in Consett, County Durham. She operates all year round from 7am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant. She offers government funded places for childcare and early education.

Information about this inspection

Inspector

Julie Foers

Inspection activities

- The childminder showed the inspector the premises and discussed how they organise the provision and plan the curriculum and experiences for children.
- The inspector discussed with the childminder how she helps to keep children safe and viewed a sample of documentation provided on request. This included evidence about first-aid training.
- The childminder and inspector reflected on an activity together and the inspector observed the quality of education during activities and assessed the impact of this on children's learning.
- The inspector spoke to children during the inspection and took the views of parents into account.

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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