

Childminder report

Inspection date:

1 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	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The childminder aims to create a safe, predictable and unhurried environment where children feel loved, respected and valued. She builds strong, trusting relationships with each child, which she considers to be the most important aspect of her role. Their strong sense of belonging helps children to develop confidence in themselves and what they can achieve. Clear routines and consistent boundaries help them to feel secure and to understand the childminder's high expectations for their behaviour. Children show remarkably positive attitudes for their young age. They are kind, respectful and celebrate one another's successes, often praising friends with a cheerful 'Well done!'

The steady pace of activities and gentle flow of the day form part of the childminder's curriculum, which supports all children's learning extremely well. She gives children time to 'watch and wonder', for example, when they study bees collecting nectar from flowers in the garden. She follows children's fascinations while skilfully weaving her clear aims for learning into their play. Children know that their interests and ideas are valued. This contributes to their deep curiosity and sustained concentration during activities. They become absorbed in their learning and achieve very well. Children develop resilience, independence and a love of learning, which prepares them very well for the future.

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

- Learning builds securely on what children know and can do. Every interaction from the childminder helps children to learn more. Activities and routines are rich in opportunities to explore, discuss, think and discover. Children learn about nature, investigating snails and slugs when collecting vegetables from the garden. They develop dexterity and imagination when creating a birthday cake from dough.
- The childminder's interactions are mindful and consistently successful in supporting children's language skills. She models new words, gives clear explanations and creates opportunities for children to think and respond to increasingly complex questions and instructions. Children are confident and articulate talkers who engage happily in the lively conversations that fill the atmosphere.
- Mathematics is a particular strength in the curriculum. The childminder weaves numbers, counting, comparing and size into almost every activity. Children show remarkable ability in this area of learning. Two-year-old children recognise numerals and count out their fingers to match the quantity. They correctly count 12 candles on a cake and calculate more and less.
- Children help to create the 'Adventure Story Book', a record of their time in the setting, which is filled with photos. The childminder uses this to support children

to remember and reflect on their learning, which helps to consolidate new knowledge and skills. She also uses it to value the children's efforts and celebrate their achievements. Children develop pride in who they are and what they can do.

- Carefully planned experiences help to broaden children's understanding of the wider world. They take part in activities beyond their immediate community that provide opportunities to meet people with different backgrounds, beliefs and abilities. Children learn to respect and understand the similarities and differences between themselves and others and to celebrate diversity in a highly appropriate, meaningful way.
- The childminder's dedication to building on her provision is inspiring. She evaluates her practice rigorously and undergoes targeted professional development with commitment. For example, she attends carefully considered training and takes part in early years research projects. This has helped to strengthen the quality of education that she provides, particularly in mathematics. The impact is evident in children's exceptional skills.
- Partnerships with parents are a high priority for the childminder. She shares detailed information with them, which helps to provide a consistent approach to children's learning and development. Parents appreciate how well she knows their children. They say the childminder develops children's 'sparks of interest into real strengths' and that their children thrive and develop great enthusiasm for learning.
- Children develop close friendships, learn to negotiate and to manage conflict. The childminder teaches them the language of feelings to help them to express and understand their emotions and frustrations. Children become increasingly aware of how their behaviour impacts on others. They develop consideration and empathy, learning from a very young age about how to share, take turns and listen to others.
- There is a strong focus on supporting children's independence. At every opportunity, the childminder encourages children to manage tasks for themselves. They capably put on and take off outdoor clothing, help to prepare meals and manage their own self-care needs. They are very resilient, try hard and are proud of what they can do. For example, a two-year-old child exclaims, 'I did it all by myself,' when zipping her coat.

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	EY548185
Local authority	Durham
Inspection number	10407434
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	8 January 2020

Information about this early years setting

The childminder registered in 2017 and lives in Ferryhill, County Durham. She operates all year round, except for bank holidays and family holidays. Opening hours are from 7.30am to 5pm Monday to Thursday and Friday from 7.30am to 3.30pm. The childminder holds an appropriate qualification at level 6. She offers government-funded places and receives additional funding for disadvantaged children.

Information about this inspection

Inspector

Clare Wilkins

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims for the curriculum.
- 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 inspector spoke to the childminder and children at appropriate times during the inspection.
- The childminder provided a selection of relevant documents to support discussions about the leadership and management of her provision.
- Parents shared their views about the childminder through written feedback.

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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