

Childminder report

Inspection date: 11 September 2019

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

The provision is good

Children show a strong sense of belonging in the childminder's warm and welcoming home. They enter confidently at the start of the session and immediately make individual choices in their play. For example, young children squeal with excitement as they hear the sound made by each animal picture they place correctly into an interactive jigsaw frame. They copy the noise made by a snake, which helps them to practise their early communication and language skills. The childminder prioritises supporting children's positive attitudes to learning. She offers plenty of opportunities for children to lead their own play and to develop their good concentration skills, relative to their ages. Children are keen to 'have a go' and demonstrate perseverance, for example, when using scissors for the first time. This helps them to develop their small-muscle skills. They willingly contribute to small tasks during routines, such as cutting up fruit for their snacks and tidying away toys. Children form firm friendships with each other and are kind and helpful during activities. They have daily exercise and fresh air when they play outdoors, help to walk the childminder's dog and visit local parks.

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

- The childminder has a positive attitude to self-evaluation and improvement. Since the previous inspection, she has worked extremely hard in partnership with the local authority. The childminder has reflected on her practice and made significant changes. For example, she has reviewed and developed her safeguarding procedures. The childminder ensures that these support children's welfare and security well. She attends training, completes online courses and meets with other childminders to regularly exchange information.
- Parents say they are happy with the care that their children receive. The childminder works closely with parents to ensure a consistent approach to children's care and learning. She keeps parents regularly updated about children's experiences and development. The childminder gathers information from the start about what children can do and their likes and dislikes. She uses these findings to plan for children's learning effectively from the outset.
- The childminder is kind and caring. Children form strong relationships with her. They are happy, confident and settled in her care. Children behave very well and play happily and cooperatively with each other.
- Children benefit from consistent praise and encouragement, which helps to raise their self-esteem and supports their good emotional well-being. The childminder is a positive role model. She speaks calmly and patiently to children, helping them to learn about being polite, sharing and taking turns.
- The childminder knows children's needs and interests very well. She identifies and addresses any gaps in their learning quickly. Children enjoy free access to a range of enjoyable resources. They are keen and motivated learners. For

instance, they delight in using stickers, card, scissors and glue to create pictures that illustrate their favourite nursery rhymes. Children sing familiar words while they play. All children make good progress and are well prepared for their future learning, including the eventual move on to nursery and school.

- Children learn about their wider community when they visit places of local interest, such as libraries and playgroups. They develop their social skills as they mix with others and find out about the similarities and differences between themselves and others.
- Children follow good hygiene routines and learn to look after their own needs, such as putting on their shoes before outdoor play. They become more independent in preparation for school.
- Overall, the childminder develops younger children's speech and language skills well. For example, she regularly talks to children about what they are doing, emphasising new words and phrases. However, background noise sometimes distracts children when they are trying to concentrate, including while listening to stories or rhymes.
- The childminder does not make the best use of opportunities to help older children to develop an accurate understanding of different letters and the sounds they represent.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has comprehensively addressed actions from the previous inspection. She makes sure that children's attendance is consistently recorded and that risk assessments are thorough. She identifies and minimises any hazards in her home and on outings. Occasional visitors are supervised closely after appropriate checks to assess their suitability. The childminder regularly updates her knowledge of child protection and wider issues about children's safety through completing training. She knows where to go for advice and how to report any concerns about a child's welfare. The childminder has a secure understanding of the potential signs of abuse. She shares her safeguarding policies and procedures with parents from the start.

What does the setting need to do to improve?

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

- consider the impact that background noise has on children's developing speech and language skills, and identify ways to reduce this
- strengthen the teaching of letters and sounds and help older children make better progress with their emerging literacy skills.

Setting details

Unique reference number	EY319711
Local authority	Stockton-on-Tees
Inspection number	10102918
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 11
Total number of places	6
Number of children on roll	14
Date of previous inspection	3 April 2019

Information about this early years setting

The childminder registered in 2006 and lives in the Ingleby Barwick area of Stockton-on-Tees. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Cathryn Clarricoates

Inspection activities

- The inspector viewed all areas of the premises used for childminding and discussed risk assessments and safeguarding with the childminder.
- The inspector spoke with children and the childminder at appropriate times throughout the inspection.
- The inspector evaluated an activity with the childminder and discussed children's learning and progress.
- The inspector observed the quality of teaching, indoors and outside, and assessed the impact this has on children's learning.
- The inspector took account of the views of parents expressed in 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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