

Childminder report

Inspection date: 15 October 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	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy spending their time in this welcoming, stimulating environment. They are very happy and settled and demonstrate that they feel secure and safe. For example, they interact confidently with the childminder and show her much affection. Exciting activities at the setting contribute significantly to children's good developmental progress. Resources are plentiful and of high quality. Children confidently and independently select what they want to play with. The childminder has high expectations for all children and this prepares them well for nursery and school. Children have a positive attitude towards learning. They respond enthusiastically when the childminder suggests different things for them to do and try. They show good concentration skills. For example, they remain engaged and enthused as they make hedgehogs with their dough. They recall the different animals they saw on an outing and talk animatedly about this experience. Children enjoy walks in the community. They learn about the different seasons and collect conkers and leaves which they then use in their play. The childminder is an excellent role model for children. She is calm, kind and helps children to learn right from wrong. Consequently, children behave well and soon make firm friendships with their peers.

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

- The childminder has a good understanding of how children learn and how she can support them to make good progress. She monitors their development and uses what she knows to help her plan activities. For example, she encourages children to practise their pincer grip and strengthen their finger muscles. This helps them to make a successful start to writing. Additionally, she incorporates children's interests, such as playing outdoors, to keep them motivated and engaged.
- The childminder promotes children's mathematical development well. For instance, she promotes children's counting skills as well as encouraging them to explore and compare size. Children confidently use numbers and talk about size as they count the spikes on their hedgehogs and make their 'autumn soup'.
- The childminder helps children become confident speakers. She repeats words and sentences back to them so they hear these correctly. She also introduces new words to widen their vocabulary.
- The childminder values children as individuals and treats them all equally. She talks confidently about their characters and what they like to do. The childminder provides some activities to raise their awareness of diversity. However, she has not explored how she can help children to gain a deeper understanding and appreciation of people, families and communities beyond their own.
- As well as developing a positive attitude to learning, children quickly acquire

skills they will need for their future independence. For example, they use the toilet unaided, wash their hands and put on their own coats and shoes. They learn how to share and take turns when they play with the older children before and after school. Additionally, the childminder often meets with other childminders so that children can play together.

- High standards of cleanliness and good hygiene routines help to protect children's health. Daily outings, trips to the park and activities in the garden are planned. This means children get lots of opportunities to develop and build their physical skills.
- Partnerships with parents are positive and both parties work well together to promote children's welfare and learning. Parents appreciate the verbal exchanges, photos and texts to keep them informed of their child's care. They speak highly of the childminder and the good progress their children make.
- On occasions, the childminder works with an assistant. She keeps her informed of policies and procedures and checks her ongoing suitability. The childminder is a qualified, experienced practitioner who keeps up to date with changes to legislation. She completes some training, including paediatric first aid and safeguarding. She has not, however, looked at additional ways to build on her professional development to raise the quality of teaching to an even higher level.
- The childminder manages her provision effectively. Documentation is extremely well organised and meticulously kept. Ongoing monitoring and evaluation of the quality of her childminding help the childminder to make improvements to enhance the quality of care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder places the utmost priority on keeping children safe. She is fully aware of the indicators that children may be at risk and has a secure understanding of the possible signs of abuse. The childminder is aware of her duty to prevent children being drawn into situations that put them at risk. She knows the steps to take if there are any concerns about children's welfare. All necessary steps are taken to ensure children's safety on and off the premises.

What does the setting need to do to improve?

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

- explore additional ways to increase children's understanding of people, families and communities beyond their own and to reflect on their differences
- consider developing the programme of professional development to raise the quality of teaching to the highest level.

Setting details

Unique reference number	EY240376
Local authority	Stockton-on-Tees
Inspection number	10072012
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 11
Total number of places	12
Number of children on roll	17
Date of previous inspection	3 August 2015

Information about this early years setting

The childminder registered in 2003 and lives in Ingleby Barwick. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She occasionally works with an assistant.

Information about this inspection

Inspector

Lindsey Pollock

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living and working in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written evidence 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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