

Childminder report

Inspection date: 18 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are very happy and safe in the childminder's home. They clearly enjoy the time that they spend there. Children come in happily and greet the childminder enthusiastically. They talk to her about what they have been doing at home. The childminder cares for children in a home-from-home environment. She values their individual personalities, and this helps children to recognise themselves as individuals. Children are confident as they play indoors and outside. However, the childminder needs to consider how she can provide even more opportunities for children to develop their independence. Children behave well. They learn that they need to share toys and resources with other children. The childminder helps children to understand that they need to give other children a turn with the toys and resources. She has high expectations for what children can achieve and is constantly thinking about how she can extend their learning. The childminder realises that she now needs to give children time to explore resources further to help them to maintain high levels of concentration.

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

- The childminder works effectively with parents. She uses a range of methods to communicate with parents. This helps parents to know where their children are in their learning. The childminder ensures that parents have a good understanding of how they can support their children's learning at home. Parents appreciate the support that they are given. They feel that the childminder always gives them advice about where they can get further support.
- Children select resources for themselves and choose what they would like to play with. However, the childminder does not make the best use of every opportunity to help children to develop their own independence. For example, she gets children's coats and shoes for them. In addition, children are not always encouraged to try to put on or take off their coat and shoes.
- Children develop a love of books. They enjoy looking at books and using play figures to play along to the story. The childminder also sends home story bags and activities that children can do at home to strengthen their literacy skills further.
- All children make good progress in communication and language. Those in receipt of funding make better than good progress. The childminder is committed to developing children's communication. She is well-qualified in this area and plans to develop this even further. She uses funding effectively to develop her knowledge and understanding of how she can enhance children's language. For example, she has recently reviewed how she can use role play to develop children's speech.
- The childminder is keen for children to make the best possible progress. She identifies how she can extend children's play to strengthen their learning further.

However, sometimes she introduces new resources or moves the activity on too quickly. For example, she does not give children enough time to explore how they can use spatulas before introducing tongs. When children are exploring bark with magnifying glasses, she introduces bark rubbings. This sometimes causes children to lose focus in activities.

- The childminder evaluates her provision effectively. She has identified clear areas where she can improve further. The childminder works closely with a range of early years professionals to share good practice. This helps to develop the childminder's subject knowledge and her practice over time.
- Children develop good attitudes to learning overall. They listen carefully to adults and respond appropriately. Children are very polite, for example, as they thank the childminder for their fruit and drink. They treat other children with respect as they play alongside them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder implements her policies and procedures effectively to provide a safe and secure environment for children. She attends regular training to ensure that she has an up-to-date knowledge of how to protect children from harm. The childminder has a secure understanding of the possible signs of abuse. She knows who to contact if there are any concerns about children's welfare. The childminder closely supervises children as they play. Children develop an awareness of how to keep themselves safe. They know that they must be careful when using the step at the kitchen sink to wash their hands.

What does the setting need to do to improve?

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

- provide more time for children to try and do things for themselves to strengthen their independence
- give children more time to explore resources, before introducing something new, to help them develop even better concentration and motivation.

Setting details

Unique reference number	EY291887
Local authority	Hartlepool Borough
Inspection number	10117072
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	20 August 2014

Information about this early years setting

The childminder registered in 2004 and lives in Hartlepool. She provides funded education for children aged two, three and four years. The childminder works with a co-childminder. She operates from 8am to 5pm, Monday to Friday, for 50 weeks of the year. The childminder holds an early years qualification at level 6.

Information about this inspection

Inspector

Elizabeth Fish

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 in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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