

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

The childminder places the children at the heart of everything she does. Children are cared for in a home-from-home environment where they are treated as part of the family. They are very happy in the childminder's care. Children develop very good relationships with the childminder and other children. For example, they beam in delight when other children arrive. Children behave well. They understand the rules and expectations of the setting. The childminder works with parents to develop a shared approach to managing children's behaviour. She has high expectations for what children can achieve overall. Her curriculum is generally well thought out and she provides a range of motivating activities. However, these are not always sufficiently focused on what children need to learn next. The childminder realises she needs to strengthen her understanding of how children develop their early writing skills. Children demonstrate that they feel safe in the childminder's care. They laugh in delight as they sing and act out number rhyme activities with her. Children understand how to keep themselves safe. For example, they walk carefully on the decking outside and sit down as they enjoy a snack outside.

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

- The childminder helps children to develop a love of reading. She reads stories with enthusiasm and helps children to develop their knowledge of books. For example, she encourages their understanding of what is happening in stories and how books work. Children listen intently to the stories she reads. They watch as she uses puppets to act out stories. Children join in with repeated refrains and actions and talk about the illustrations.
- Children enjoy making marks. They are engaged and motivated as they write letters and post them in the post box. Children also enjoy writing shopping lists and the childminder provides additional resources to extend their learning. However, sometimes the resources she provides are not appropriate for their stage of development.
- The childminder uses her observations to identify what children are interested in and where they are in their learning. However, she does not consistently use this information to identify children's precise next steps in learning. For example, sometimes the childminder plans activities to help children recognise numbers, when they cannot yet count with numbers in order.
- The childminder helps children to understand how they can keep themselves healthy. Children enjoy a range of healthy meals, such as vegetable soup and fruit. The childminder reinforces good hygiene procedures, such as handwashing. She also takes effective action to reduce the spread of infection.
- The childminder evaluates her provision and is committed to her own professional development. She works with her co-childminder to identify

appropriate training courses to strengthen her practice further. For example, they have recently attended training on managing children's behaviour and have produced a booklet for parents.

- The childminder prepares children well for their future learning. She considers how she can provide children with a range of experiences to give them a good start in life.
- Children develop good communication and language skills. The childminder speaks clearly and offers a commentary on what they are doing. She uses good questions to encourage children to express their thoughts and ideas.
- Children settle quickly and clearly enjoy their time with the childminder. The childminder obtains a range of detailed information when children first start. She works with parents extremely closely to support children's health and well-being. One parent comments that they don't know what they would have done without the childminder and her co-childminder.
- The childminder is proactive in developing partnerships with parents and a range of professionals. For example, she gives parents advice and support on a range of issues, such as toilet training. Parents know where their children are in their development and how they can support their learning further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of signs and symptoms that may indicate possible abuse to children. She knows who to contact should she have any concerns about a child's welfare. The childminder places a high priority on children's safety. For example, visitors are signed in and out of her home. The childminder has thought very carefully about how she can ensure children's safety outside. She is committed to ensuring that her knowledge and skills are kept up to date. For example, the childminder attends regular training and demonstrates a good understanding of wider safeguarding issues.

What does the setting need to do to improve?

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

- identify more precisely what children need to learn next
- ensure that all early writing activities support children's stage of development.

Setting details

Unique reference number	EY296545
Local authority	Hartlepool Borough
Inspection number	10117075
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. She works alongside a co-childminder at the co-childminder's home in Hartlepool. The childminder provides funded education for two-, three- and four-year-old children. She operates from 8am to 5pm, Monday to Friday, for 50 weeks of the year. The childminder holds an early years qualification at level 3.

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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