

# Childminder report

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Inspection date:

14 November 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Good

## **What is it like to attend this early years setting?**

### **The provision is good**

The childminder provides a warm, welcoming, nurturing and stimulating environment for children. Children are happy, settled and enthusiastic to learn. They have a warm, close relationship with the childminder, her family and also with each other.

The childminder ensures a varied and stimulating range of activities and resources are easily accessible for children. She knows the children in her care well and plans activities around their interests. The childminder is skilled at adapting learning experiences to ensure that she involves and includes all children. For example, older children write a list of items needed for an activity, and younger children draw pictures of what they need.

The childminder has high expectations for children's independence and behaviour. Children are very well behaved. The childminder praises and encourages their positive behaviour. The childminder also helps children to make new friends and they talk about being kind to each other.

The childminder supports children's independence well. As a result, children do lots of things for themselves, which promotes their confidence and self-esteem. For example, they put on their own coats and shoes and routinely wash their hands. They chop fruit and put things in the bin without prompts from the childminder.

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

- The childminder incorporates story and singing times into the daily routine. Along with regular discussions, these activities promote children's language skills well. Children have easy access to a varied range of books and talk about their favourite books. They thoroughly enjoy looking at books together. For example, they read an interactive story about making choices, and they also talk about what items their friends like to choose.
- Children learn about keeping themselves safe. They know that they need to tidy away toys from the floor to prevent falling over them. They have also been involved in learning about road safety and fire safety during activities with people and professionals in the community.
- The childminder effectively plans varied learning experiences for all children and they are making good progress in all areas of learning. Children are confident and well motivated. They participate for extended periods of time, for example when writing a list of items needed for bathing baby dolls. The childminder introduces words for younger children, such as 'squeeze', 'swish', 'rub' and 'slippy'. Older children talk about the temperature of the water and also that pouring jugs are 'full', 'heavy' and 'empty'. The childminder provides other items

for children to choose from to extend learning and make links to their own experiences. For example, children chose a small watering can that they used to imitate a shower.

- Children represent their experiences in play. They show a lot of gentleness, care and consideration when handling baby dolls. They know that after washing the babies, they need to dry and dress them, so that they do not get cold. Younger children also make good links to their own experiences and go into the playroom to find a hairbrush after washing the dolls' hair. Children feed the baby dolls with a bottle and imitate winding them.
- Children enjoy visits to many places of interest in the local and wider community. They also regularly visit different social groups where they form friendships with a wider group of children. These visits help to promote children's knowledge and understanding of the world, their social skills and also their physical development and health. However, children do not routinely have regular access to outdoor play during winter months.
- Partnerships with parents and other settings that children attend are strong. Parents report that the childminder keeps them fully informed about their child's progress. The childminder also records a detailed summary of children's progress at age two, which she shares with parents and other professionals. Parents also comment they are very happy with the range of outings and learning experiences and the healthy and nutritious food provided for their children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of how to safeguard children. She is aware of the signs that may indicate a child is at risk of harm and of appropriate procedures to follow should she have concerns about a child. The childminder has a positive attitude towards professional development. She has completed relevant training courses since her last inspection, including 'Prevent' duty training and other, wider aspects of safeguarding training courses, such as domestic abuse.

## What does the setting need to do to improve?

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

- provide more opportunities for children to access the outdoors, for fresh air and exercise, throughout the year.

## Setting details

<b>Unique reference number</b>	EY288149
<b>Local authority</b>	Hartlepool Borough
<b>Inspection number</b>	10071611
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	6 July 2015

## Information about this early years setting

The childminder registered in 2004 and lives in Hartlepool. She operates all year round from 7.30am to 5.30pm Monday to Friday, except for bank holidays and family holidays. The childminder holds a level 3 childcare qualification. She receives funding to provide early education for three-year-old children.

## Information about this inspection

### Inspector

Elaine McDonnell

### Inspection activities

- The inspector observed the quality of teaching during activities, indoors, and assessed the impact this has on children's learning.
- The inspector spoke with children and staff throughout the inspection.
- The childminder and the inspector carried out a joint observation of an activity.
- A discussion was undertaken with the childminder, and the inspector looked at relevant documentation, such as policies, children's learning information and evidence of the suitability of household members.
- The inspector obtained feedback from parents and took account of their views.

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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