

# Childminder report

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Inspection date: 6 November 2019

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

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

### **The provision is outstanding**

Children are very settled, active and inquisitive learners. They confidently take part in activities and are willing to try new experiences. The childminder provides a safe, nurturing and well-resourced environment. She is an excellent role model. Children behave extremely well as they are aware of the very high expectations the childminder has for their behaviour. The childminder shares her delight with children over their achievements. Children engage in activities exceptionally well, especially as they are so young. For example, they enthusiastically explore the 'gloop' mixture and develop very strong small-muscle skills, as they use tools purposefully. They show high levels of curiosity and intense concentration. They are delighted to discover that when blue and yellow powder paints are mixed, this makes the colour green. Children's communication skills develop rapidly. The childminder shows a genuine interest in what children have to say. She listens very attentively and gives them lots of time to respond and think. Children confidently contribute their ideas. They are highly involved in their own learning, particularly in technology. They make use of their advanced language skills and ask a voice-controlled device to play nursery rhymes. Children develop very strong skills in early mathematics. Older children categorise and organise objects. For example, they put different types of blocks into specific baskets.

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

- The skilful childminder uses her precise and accurate checks on children's progress to promptly identify any potential gaps in their learning. She takes swift action, involving parents wholeheartedly, to encourage even further progress.
- The childminder is a deeply reflective practitioner who constantly strives to ensure children receive the highest-quality care and learning. She recognises where opportunities for further professional development can enhance her already outstanding knowledge and skills. For example, recent training has provided her with an even deeper understanding of the autistic spectrum.
- The childminder shares very strong relationships with parents, who speak very highly of her and her co-childminder. They frequently share information and have a highly effective shared approach to children's learning. The childminder includes parents' views, to precisely evaluate and develop her service. She works proactively with other settings the children attend, to promote continuity in their care and learning.
- Children are eager to learn and concentrate well in their play. They consider ways of doing things and try hard in their chosen tasks. They carefully draw a spider and make sure they have the correct number of legs. One child shows his achievement with arms outstretched and a loud, 'Ta-dah'.
- Children make excellent progress from their starting points. Some show language development above what is typical for their age. The childminder is

skilful at supporting children's growing skills in communication and language. She extends their learning through ongoing commentary and correct modelling of words and sentences.

- In the highly stimulating environment, the childminder skilfully creates opportunities to motivate individual children. For example, she carefully plans where to put drawing materials to attract specific children. Children move with confidence and skill around the setting. They understand how to keep themselves safe and show their extremely positive behaviour.
- The childminder provides a wide range of opportunities for children to meet new people and talk about similarities and differences in the world. Children frequently visit the local library and parks, and take part in local charity events to raise funds for those less fortunate. The childminder creatively makes use of resources, books and activities in her setting to help children develop a meaningful understanding of other cultures.
- Children delight in exploring and investigating the world around them. They explore the changing seasons, enjoy a wide range of exciting experiences outdoors and visit places of interest in the community. Among the many other opportunities on offer is the chance to plant, care for, harvest and eat vegetables they have grown in the allotment. This helps them to use their senses and be physically active.
- The childminder works collaboratively with her co-childminder to ensure that children are given the precise level of support and encouragement to enable them to make the best possible progress. She is sensitive to times when children become completely engrossed. For example, she observed children enthusiastically searching for conkers in the garden, so she set aside her planned activity so as not to break the flow of children's learning.

## Safeguarding

The arrangements for safeguarding are effective.

Children's safety is of great importance to the childminder. The childminder has a detailed knowledge of her safeguarding policy and procedures. She completes safeguarding training regularly to ensure that her knowledge remains up to date. She can identify issues that may mean children are at risk of harm and knows exactly how to refer any concerns to ensure children are protected. The premises are exceptionally welcoming, safe and secure. The childminder skilfully carries out daily safety checks of her home and prior to outings to ensure potential hazards to children are minimised or removed.

## Setting details

<b>Unique reference number</b>	EY309061
<b>Local authority</b>	Stockton-on-Tees
<b>Inspection number</b>	10117086
<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 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	22
<b>Date of previous inspection</b>	13 July 2015

## Information about this early years setting

The childminder registered in 2005 and lives in Ingleby Barwick. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, and from 7.30am to 4.30pm on Friday, except for bank holidays and family holidays. The childminder works with a co-childminder. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Janet Fairhurst

### Inspection activities

- The inspector observed the quality of teaching during activities indoors 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 and her co-childminder.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke with the children during the inspection.
- The inspector took account of the views of parents and other professionals from 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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