

Childminder report

Inspection date:

6 November 2019

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The childminder knows children exceedingly well and plans purposeful activities to challenge their development expertly. Children are highly motivated to learn and thrive through the childminder's superb interactions. The skilful childminder understands how children learn. For example, he models mathematical language exceptionally well as he demonstrates size, shape and quantity, to help children make connections. The childminder is an extremely positive role model and has high expectations for children's behaviour. He implements highly effective behaviour management strategies which support children to have an excellent understanding of right and wrong from an early age. The childminder takes every opportunity to develop children's language and communication skills. He achieves this through his exemplary role modelling, describing, asking, questioning and giving time for children to think and respond. This was especially evident when children considered the purpose of the sand timer. The childminder expertly encourages them to share their knowledge. For example, one child explained how they use a sand timer to time how long they brush their teeth at home. This successfully helps children to continually deepen their learning and broaden their knowledge. The childminder recognises that some children prefer to be outdoors, so provides an exceptionally motivating outdoor play area in which children enthusiastically investigate and explore. For example, children's excitement to get outside was palpable when the childminder challenged them to find the conkers that he had hidden.

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

- The childminder has a deep understanding of how children learn and very high expectations of what they can achieve. Along with his co-childminder, he meticulously plans for children's learning using sharply focused assessments of their development. He knows the children very well and carefully plans activities that support their interests. For example, a fascination with 'Stephenson's Rocket' has led to children visiting the local railway museum to learn more about its history.
- Children's welfare is central to everything the childminder does. He is acutely aware of the impact children's overall well-being has on their learning, and especially strong partnerships with parents and other professionals ensure any issues are very quickly addressed. He regularly visits other settings where children attend and shares their learning and progress reports. This helps to create a consistent approach to children's learning and development and supports their move on to school or the next stage in their learning.
- Parents are very complimentary about the setting and the childminder. They make comments such as 'really impressed with the progress made', 'safe environment' and 'communication is perfect'. The childminder shares children's

learning through online journals, photographs and observations, and he greatly values parental contributions towards children's learning.

- The childminder frequently takes children on a wide range of outings in the local community to extend their learning. They meet other people and develop an excellent understanding of the world around them.
- Children are exceptionally confident and their very strong attachments to the childminder provide the security for them to become absorbed in leading their own play. They concentrate extremely well and show very high levels of engagement in their play for their young age. Children develop early writing and mathematical skills. For example, as they used chalks to draw spiders they described the head as being a circle and straight lines as their legs. They enthusiastically counted to check that the spider had the correct number of legs.
- Children very quickly develop their physical capabilities. Before going outside, the childminder encourages children to put on warm clothes, which they do well, only needing occasional help with zip fasteners. In the allotment they copy the childminder and very quickly learn how to dig up the potatoes they have grown. Children's behaviour is excellent, and this is a direct result of the consistency of approach and exemplary role model provided by the childminder and his co-childminder.
- The childminder is highly reflective on his and his co-childminder's practice. He regularly evaluates the setting to make rapid changes and drive improvement, to ensure he is maintaining the highest standards for all children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is extremely vigilant and supervises children exceptionally well. He has an excellent understanding of his comprehensive policies and procedures, which he implements highly effectively to protect children. The childminder completes regular training to keep his knowledge of safeguarding and wider child protection issues up to date. This helps him to expertly identify, understand and respond to signs of possible abuse and neglect. The childminder is extremely confident of the correct local procedures to follow if he has a concern about a child's welfare or should there be an allegation.

Setting details

Unique reference number	EY344998
Local authority	Stockton-on-Tees
Inspection number	10117102
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	12
Number of children on roll	22
Date of previous inspection	13 July 2015

Information about this early years setting

The childminder registered in 2006 and lives in Ingleby Barwick. He operates all year round from 7.30am to 5.30pm, Monday to Thursday, and on Friday from 7.30am to 4.30pm, except for bank holidays and family holidays. The childminder works with a co-childminder. He 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 his co-childminder.
- She 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 the 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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