

Childminder report

Inspection date:

21 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

Children show extremely high levels of concentration and focus during all of their experiences. They benefit from high-quality interactions with the childminder, who is responsive to their needs. She carefully observes as they explore and provides them with her undivided attention when they need support and challenge. Children laugh and show excitement as they explore the environment. The childminder specifically prepares this to include their favourite resources and capture their interests. For example, children have shown a recent interest in dogs. The childminder has gathered a range of toy dogs in different colours and sizes to encourage children to build on their use of mathematical language. Children make excellent progress and enjoy learning through their play. They are consistently keen, enthusiastic and eager to join in with activities.

The childminder regularly reflects on her practice and is committed to providing the highest standards of care and learning for children. Parents feel the childminder goes above and beyond to make their children feel safe, included and valued. For example, the childminder accesses medical training which enables her to meet children's specific medical needs and promote inclusion. She is very aware of the importance of supporting children's emotional well-being. Older children borrow books to share at home and have discussions about more complex feelings, such as jealousy.

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

- The childminder has highly effective ways to get to know children and their families before they start. She gathers valuable information about children's prior achievements, experiences and care needs. This helps her to plan enjoyable new challenges for children. For example, she takes children to another playgroup to ensure they have opportunities to develop their social skills and learn how to make new relationships.
- Children have high levels of self-confidence and self-esteem. They show delight in sharing their new skills with the childminder and thrive on the praise they receive from her. Young children discover they can now open and close the cupboard doors in the role-play kitchen. The childminder encourages children to repeat new language, such as 'open' and 'closed'. Children begin to develop their understanding of this concept and show excitement as they copy the words and actions.
- The childminder focuses her teaching on areas where children need the most support. For example, she observed children were making good progress in their communication skills, but rapid progress in other areas. The childminder made enhancements to the environment to encourage children to communicate even more to build firm foundations for future learning.

- The childminder understands the importance of helping children develop the skills they need for the next stages in their learning. She encourages children to develop a love of stories from an early age and to use mathematical language consistently during their play. Young children begin to say number names accurately in sequence and take care as they turn pages in books. They make excellent progress in their literacy and mathematical development.
- The childminder works effectively with parents and settings children will attend in the future, such as school nursery. For example, she has gathered information about the skills children need to have when they start school nursery and has started to implement these in her setting. Young children show high levels of involvement in their own self-care and are keen to wash their hands. They show pride when they finish and celebrate that their hands are clean.
- The childminder has worked hard to develop her skills and maintain excellence. Since the last inspection she has reflected on her use of outdoors and enhanced opportunities for children to develop. For example, she uses trips in the community to complete listening and talking walks. She challenges children to develop their awareness of the wider world and focuses on enhancing their vocabulary. For example, the childminder challenges children to point out and describe the wildlife they can see and identify sounds in the environment.
- Parents are highly complimentary in their feedback for the childminder. They feel privileged to have the childminder as part of their family and discuss the positive impact she has had on children's self-confidence and self-esteem. They feel the childminder has shown genuine care for their children and built memories they will treasure forever.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of how to keep children safe. She is confident to identify the signs of abuse and neglect and knows how to act swiftly if she has concerns about children. The childminder regularly refreshes her understanding of the Local Safeguarding Partnership procedures. She has attended higher level child protection training which has enhanced her awareness of wider safeguarding issues, such as radicalisation. The childminder creates an environment where children can feel safe and encourages them to talk to her about their day. Children learn about how to stay safe online and know what to do if they feel unsafe or upset.

Setting details

Unique reference number	EY395986
Local authority	Stockton-on-Tees
Inspection number	10117131
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 11
Total number of places	6
Number of children on roll	9
Date of previous inspection	17 January 2014

Information about this early years setting

The childminder registered in 2009 and lives in the Round Hill area of Ingleby Barwick. She operates all year round, Monday to Friday from 7.30am until 6pm, with the exception of bank holidays and family holidays. The childminder has a level 3 qualification in childcare. She offers funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Michelle Lorains

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- A joint observation was completed by the childminder and inspector during unplanned activities indoors.
- The inspector looked at relevant documentation such as evidence of the childminder's suitability to work with children. She discussed children's learning and development with the childminder.
- Parents provided written feedback. The inspector took account of their views.
- The inspector spoke to the childminder and children throughout the inspection.

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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