

# Childminder report

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Inspection date:

6 November 2019

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## **Overall effectiveness**

## **Outstanding**

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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 provides an exceptional setting where all children make rapid progress in their learning and development. She knows the children exceedingly well and plans purposeful and stimulating activities to meet their individual learning needs and interests. The childminder recognises that some children prefer to be outdoors, so provides a motivating outdoor environment and an excellent range of resources.

The childminder ensures the home provides an extremely welcoming and stimulating atmosphere for all children. Consequently, they are highly motivated to learn and thrive through her consistent and thoughtful interactions. For example, the childminder encourages children to be independent and do things for themselves where possible, before offering help where needed. This promotes children's confidence and self-esteem.

The childminder has an excellent understanding of how children learn and has ambitious expectations of what they can achieve. She also has extremely high expectations for children's behaviour. As a result, this is exceptional and children show respect and kindness towards each other. For example, they negotiate with their friends about the care of the pets.

The childminder is very caring and nurturing, resulting in extremely settled and happy children. Children form very strong bonds and friendships with the childminder and with each other. This boosts their personal, social and emotional development.

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

- The promotion of children's language and communication skills is a main priority for the childminder. She constantly engages children in stimulating conversations and they sing songs throughout the day and during different routines. For example, when children wash their hands and get ready for outdoor play.
- Children thoroughly enjoy regularly exploring and getting involved in a wide range of activities in the local area. For example, they visit the beach, library and tea gardens where they sit on 'memory benches'. This helps children to learn about and be involved in their local community and develop an excellent understanding of the world around them.
- Children are involved in linking sounds to letters. The childminder consistently encourages children's love of books, and story time is also part of the daily routine. A very attractive library is available which includes many exciting props, such as story characters, puppets and dressing-up clothes. The childminder ensures she includes these props to enhance story times even further and

extend children's imagination, creativity and vocabulary.

- The childminder continuously assesses children's learning and interests. She uses the information to skilfully plan an exciting range of activities. For example, children are currently interested in animals. Therefore, the childminder provides an excellent variety of age-appropriate learning experiences incorporating animals. She extends children's learning further by making links to animal habitats, the weather, seasons and hibernation.
- The childminder promotes children's physical skills extremely well each day. Children show high levels of excitement when putting on their shoes and coats to play outside. They have excellent opportunities to learn about healthy living. Children have planted different seasonal vegetables and flowers in the garden. They know that the vegetables are good for them and discuss this when eating lunch together.
- Children have numerous thought-provoking opportunities to learn about the world. The childminder expertly ensures that each activity covers as many areas of learning as possible. For example, when children learn about arctic animals, she ensures she also incorporates physical development, sensory experiences, communication and language, and early literacy skills.
- The childminder ensures that learning experiences are expertly adapted for children of different ages and abilities. For example, children participate in throwing a large dice with simple written instructions on each side. For younger children who cannot yet read the instructions, the childminder also includes a small arctic animal. Older children also participate in predicting and problem-solving activities. For example, they think about how to 'free' arctic animals from ice. They then trial the different methods they have discussed. This gives children a sense of achievement and boosts their confidence and self-esteem.
- Partnerships with parents are exemplary. Parents speak very highly of the care their children receive, in particular the variety of learning experiences provided. The childminder is an outstanding role model for a student she mentors.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures the protection of children's physical and emotional well-being is paramount. She has an excellent understanding of how to keep children safe and of the procedures to follow if she has any concerns about a child. The childminder has an excellent attitude towards continuous professional development and has completed many training courses since her last inspection, including safeguarding and the 'Prevent' duty. She regularly evaluates her provision, with the useful involvement of parents, to ensure continuous improvement. The childminder completes very comprehensive risk assessments for the premises, activities and outings. These, along with her vigilance, guarantee children's safety and well-being at all times.

## Setting details

<b>Unique reference number</b>	EY382097
<b>Local authority</b>	Hartlepool Borough
<b>Inspection number</b>	10078347
<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>	6
<b>Number of children on roll</b>	15
<b>Date of previous inspection</b>	1 July 2013

## Information about this early years setting

The childminder registered in 2008 and lives in Hartlepool. She provides care all year round from 7am to 6pm, Monday to Friday, except for family holidays and the period between Christmas and New Year. The childminder works with an assistant and a student when needed. She is also a registered foster carer. The childminder is in receipt of funding to provide early education for two- and four-year-old children.

## Information about this inspection

### Inspector

Elaine McDonnell

### Inspection activities

- The inspector viewed all areas used for childminding, and the childminder explained how the provision is organised.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with children throughout the inspection and also held discussions with the childminder at appropriate times.
- The childminder and the inspector jointly evaluated the quality of teaching and learning during planned activities.
- The inspector reviewed relevant documentation, such as some of the childminder's policies, children's learning information and evidence of the suitability of adults.
- 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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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