

# Childminder report

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Inspection date:

3 December 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

Children behave extremely well as they play alongside each other in the safe, homely and stimulating environment. They play independently and together, sharing toys and resources exceptionally well. The childminder and her assistant plan a rich and varied selection of well-organised activities. Children persevere at tasks and display a can-do attitude when they are set challenges. For example, they sound out their initials and then identify them on wooden blocks. The childminder skilfully weaves mathematics into daily activities. Young children count to 20 and beyond, and identify shapes such as 'oval' and 'rectangle'. Furthermore, the childminder uses real-life situations to support older children's mathematical development. For instance, children count out pennies and pay for shopping at the shops. They count with confidence and understand that when they add 'one more' the number increases. The childminder and assistant use every opportunity to extend and support children's language and literacy skills. They provide a language rich environment, which helps to develop children's growing vocabulary. Children have excellent attention and listening skills for their age. The assistant instinctively adapts his support to ensure the needs of all children are met. For example, he uses this opportunity to encourage young children to repeat words and older children to recognise letter sounds. Children's early writing skills are well developed.. For example, children are beginning to write their name and younger children are giving names to the marks that they make.

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

- Partnerships with parents are exemplary. Parents are extremely complimentary of the childminder and her assistant. They comment that they are 'thrilled' with the setting and that the childminder provides a 'positive, happy environment'. Relationships with other professionals, including schools, are outstanding. The childminder has successfully created a two-way approach to sharing children's learning.
- The childminder is passionate and committed to continuously improving the setting. She ensures that her professional development is ongoing and that it drives forward improvements to her already outstanding practice. Furthermore, the childminder places a strong emphasis on the continuing professional development of her assistant. Through regular supervisions they reflect on the activities provided to ensure they meet children's individual needs and maintain the highest possible standards for all children.
- Children enjoy a wealth of opportunities and experiences that help them to learn about the world around them. They take part in frequent visits to the local church, community groups and the park. The childminder and assistant discuss what makes each child special and unique. They celebrate festivals and special events from around the world. This ensures that children learn to value aspects

of their own lives and the diverse society in which they live. Furthermore, the childminder provides an exceptionally motivating outdoor play area in which children investigate and explore. Children enthusiastically learn how to plant and grow flowers in the dedicated growing area.

- The childminder ensures that additional funding is spent wisely to enhance the experiences available to children and to address any gaps in learning. For example, some funding is used towards the childminder attending a course to support children to get ready for nursery.
- The childminder teaches children about the benefits of having a healthy lifestyle. She provides children with healthy snacks and meals, and children are encouraged to make choices about the food they eat. Children discuss that eating healthily will make them grow 'big and strong'. Furthermore, children attend oral-health workshops with the childminder, to support their dental hygiene.
- The childminder and assistant are extremely positive role models. They have very high expectations for children's behaviour. Children thrive on the positive praise and encouragement they receive. Children's behaviour is superb. All children have impeccable manners.
- The childminder's observation and assessments are precise and sharply focused, demonstrating the excellent progress children are making. The childminder consistently shares her observations and assessments with parents and other settings to ensure that there is excellent continuity of care and that children continue to make rapid progress.
- The childminder cleverly links activities to children's own experiences as they play. For instance, children learn how to be caring and kind as they play with dolls. The childminder motivates them as they talk about how to handle the dolls and how to be considerate of others' needs. Children expertly imitate the childminder's role modelling.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a detailed understanding of her responsibility to protect children in her care. She knows how to recognise the possible signs and symptoms of abuse. The childminder knows how to respond swiftly to any potential concern about a child's well-being. She is confident of the procedures to follow should an allegation be made against her or a member of her household. The childminder ensures that her knowledge remains up to date, as she regularly attends safeguarding training. She has an extensive knowledge of wider safeguarding issues. For example, the childminder demonstrates an excellent understanding of the 'Prevent' duty legislation and county lines.

## Setting details

<b>Unique reference number</b>	EY217864
<b>Local authority</b>	Stockton-on-Tees
<b>Inspection number</b>	10117049
<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 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	17
<b>Date of previous inspection</b>	21 June 2013

## Information about this early years setting

The childminder registered in 2002 and lives in Ingleby Barwick in Stockton-on-Tees. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She holds an early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children. The childminder works with an assistant.

## Information about this inspection

### Inspector

Julie Campbell

### Inspection activities

- The inspector reviewed records, including suitability checks of those living and working in the childminder's home.
- The childminder, the assistant and the inspector completed a joint evaluation of an activity.
- The inspector undertook a learning walk and discussed how the childminder organises her curriculum.
- The inspector took into account parental views through verbal and written feedback.
- The inspector spoke with the childminder, assistant and children at appropriate times 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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