

Childminder report

Inspection date: 3 September 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children form secure bonds with the childminder and socialise well in their group. The childminder is a good role model and has high expectations. Children are well behaved and show positive attitudes. Older children show kindness towards younger children and have an awareness of safety as they explore the environment. Children show they feel happy and secure here.

The childminder carefully considers how to help young children build on their existing skills to prepare them for their move to school. She provides a range of stimulating experiences for children to access independently and develop their small physical skills. Young children show delight when they successfully use the tweezers to move pieces from one tray to another. The childminder praises children when they persevere and take on new challenges. This helps them to extend their skills and they develop confidence in their own ability.

The childminder promotes children's well-being and supports their personal, social emotional development. The childminder has recently enhanced her understanding of how to promote children's mental health and teaches them how to recognise their own feelings and respond to others.

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

- The childminder works well in partnership with other professionals and parents. She shares her knowledge of children's developmental stages to access further support and close gaps in learning. For example, she liaised with healthcare professionals to support children's physical development and tailor her care practice to meet their individual needs.
- Parents and children benefit from the childminder's professional development. She shares information about how to keep children safe online and the impact of excessive use of online games and screen time. Children learn how to keep themselves safe and talk about how they know they can speak to the childminder if they are unhappy.
- Children show independence as they make choices about where they would like to learn. The childminder prepares the indoor and outdoor environment with stimulating experiences which capture children's interest.
- The childminder plans activities which help children to make good progress. For example, young children thoroughly enjoy exploring the water beads outdoors and extend their vocabulary as they describe how they feel and how many they have. Older children show an interest in weighing and balancing the beads. However, the childminder does not use these opportunities to challenge or extend their learning even further.
- The childminder supports young children to develop good communication and

language skills. She models new vocabulary to them consistently and sensitively repeats words clearly. Opportunities for older children to develop their language and critical thinking skills could be enhanced further as they experiment and explore resources.

- The childminder values the importance of developing children's early reading skills. Children enjoy learning about the community as they visit the library to choose stories. They take part in local initiatives where they search for books that are hidden and then leave books for others to find.
- Children develop good levels of confidence and self-esteem. They take an active part in their own self-care and wash their hands before enjoying healthy meals. The childminder helps older children to dress themselves, use the toilet and recognise their own belongings, in preparation for starting school.
- Children develop the skills they need to be respectful and resilient. The childminder consistently models good manners and encourages children to take turns and share. Children follow clear, consistent boundaries and their behaviour is very positive throughout the inspection.
- The childminder regularly gathers feedback from parents and children to help her strive for excellence. Parents are very positive about the childminder and feel she is 'very inclusive and accommodating'. The childminder responds to children's feedback, enhancing the resources and environment with suggestions they make.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has robust procedures to follow if she has concerns about children's welfare. She is prepared to liaise with other agencies, such as social services, to help keep children safe. The childminder demonstrates awareness of wider child protection issues, such as radicalisation and online safety. She regularly completes risk assessments to keep areas safe for children to use, including on trips out of the setting.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- implement further challenge across the curriculum particularly for older early years children during planned and unplanned activities to help them enhance their existing skills.
- provide children with more time to think critically about why things happen and encourage them to develop their language skills to explain their own ideas.

Setting details

Unique reference number	312679
Local authority	Middlesbrough
Inspection number	10117014
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 13
Total number of places	6
Number of children on roll	13
Date of previous inspection	28 January 2016

Information about this early years setting

The childminder registered in 1997 and lives in the Linthorpe area of Middlesbrough. She operates all year round from 6.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Michelle Lorains

Inspection activities

- The inspector observed the quality of teaching during experiences indoors and outdoors and assessed the impact this has on children's learning.
- Children and parents provided verbal and written feedback, which the inspector took into account.
- The inspector and childminder completed a learning walk to discuss the organisation of the provision and the curriculum focus.
- The inspector spoke to the childminder and children throughout the inspection.
- A joint observation was carried out with the childminder and the inspector.
- The childminder provided a sample of documentation, including evidence of her suitability to work with children and evidence of professional development.

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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