

Childminder report

Inspection date: 14 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

The experienced childminder has high expectations for children's behaviour and their achievements. She understands how children learn and gets to know their interests, including dinosaurs and volcanoes, very well from the start. The childminder collects plenty of information from parents to inform her planning for children's learning. She recognises their unique qualities. Children concentrate for significant periods of time relative to their ages. They demonstrate enthusiasm for learning and eagerness to have a go and keep trying. However, the childminder does not consistently support children to use critical-thinking skills and develop ideas to their fullest potential.

Children are happy, settled and content. They demonstrate an impressive sense of belonging. They move confidently around the well-organised playroom and know exactly where resources can be found. Babies wake up from a nap with smiles and delight in cuddles with the childminder. Children of all ages show their exceptionally strong bonds with the childminder. They behave extremely well. The calm and patient childminder is an excellent role model. Specific encouragement and plentiful praise from the childminder nurtures children's self-confidence. Children have wonderfully good manners, are respectful to others and share and take turns with their friends. They willingly recognise and follow clear, simple and age-appropriate boundaries.

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

- The childminder provides a range of exciting resources that engage and motivate children to learn. For example, children measure a scoop of powder and mix this with water to create artificial snow. They squeal with delight as the mixture swells and grows. This helps children to understand about how and why things happen. However, on occasions, the childminder misses opportunities to extend children's learning and challenge their critical-thinking skills even further.
- The childminder's comprehensive self-evaluation takes account of detailed feedback from children and families. She identifies improvements and takes action to address these. Her continued professional development programme is targeted to refresh her good teaching skills, overall. For instance, she completes online courses to update her knowledge of the early years foundation stage. The childminder regularly meets with colleagues to share information and ideas.
- Children enjoy many visits to groups. They practise their social skills in readiness for the eventual move to nursery and school. Children form firm friendships and learn about the similarities and differences between themselves and others. They benefit from plenty of fresh air and exercise during frequent outings, such as to country parks, farms and woods.
- Children show highly positive attitudes to their learning. They are confident to

have a go at tasks, such as using scissors and writing their name, with guidance from the childminder. She provides an ongoing commentary during activities, which helps children to listen and develop their communication and language skills.

- The childminder supports children to develop early mathematical skills. For example, she encourages them to count models of animals, recognise numerals and identify initial letters in words. Children play musical instruments to accompany their favourite nursery rhymes. They enjoy sharing a range of books, including factual ones, about topics that interest them, such as Arctic animals and weather conditions. This helps them to develop their early literacy skills and understanding of the wider world.
- Partnerships with parents are strong. Parents highly value the childminder's care for their children and the wonderful range of activities and experiences provided. The meaningful two-way exchange of information with parents is focused on supporting and celebrating children's achievements. The childminder also has effective links with other settings attended by children in her care. This promotes very good continuity of care and learning for children of all ages.
- Children relish their independence as they complete simple tasks. For example, they put on their own coats and shoes before playing outdoors. Children learn how to keep themselves healthy and safe, washing and drying their hands after playing in the garden and before eating. They choose fruit for their snack and have drinking water freely available.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of safeguarding policies and procedures. She shares her policies with parents and reviews them annually to make sure that any necessary changes are added. The childminder knows how to identify possible concerns about a child's welfare and how to report these appropriately. She ensures that she updates her knowledge of wider safeguarding issues through training. The childminder's premises are rigorously risk assessed to help minimise any potential hazards. The childminder regularly reminds children to tidy away resources, in order to avoid any obstacles that may cause trips and falls. She supervises children closely during routines, such as when babies are sleeping.

What does the setting need to do to improve?

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

- enhance good teaching skills, to focus on maximising opportunities for extending children's thinking skills even further and providing the highest challenge.

Setting details

Unique reference number	EY306826
Local authority	Stockton-on-Tees
Inspection number	10117085
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	5 October 2015

Information about this early years setting

The childminder registered in 2005 and lives in Stockton. She operates all year round from 7.30am to 5.15pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for three-year-old children.

Information about this inspection

Inspector

Cathryn Clarricoates

Inspection activities

- The childminder explained to the inspector how she uses her resources and her premises, in particular the playroom, for children's activities and learning.
- The inspector observed teaching, indoors and outdoors, and assessed the impact of this on the quality of children's learning.
- The inspector spoke to the childminder and children, at appropriate times during the inspection. She took account of the views of parents, expressed in written feedback.
- The inspector looked at documentation, including evidence of the suitability of adults living at the premises.
- The childminder completed and discussed evaluated activities with the inspector.

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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