

Childminder report

Inspection date: 2 March 2020

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 flourish in this warm, welcoming and well-resourced environment where they feel safe and secure. Children are very comfortable and relaxed in the childminder's care. They are extremely happy and show high levels of confidence and involvement in their chosen play. Children have very strong bonds with both the childminder and the other children. The childminder is enthusiastic and passionate about her role and is actively involved in children's play. She joins in with children as they giggle and laugh together.

The childminder knows children very well and she has high expectations of what they can achieve. She is exceptionally animated as she talks about children's abilities, likes, dislikes and personalities. The childminder recognises what children can already do and identifies their next steps in learning accurately. She gathers a wealth of information from parents prior to children starting with her. This enables the childminder to plan for children's learning from the outset.

Well-established relationships with parents enable the childminder to share, promote and celebrate children's skills and talents. Parents are exceptionally complimentary about the service the childminder provides. They comment on how the activities offered have enabled their children to make good progress.

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

- Children show excellent levels of imagination as they act out real-life experiences in the role-play kitchen. They fill pans and cook food, make cakes, share biscuits and pretend to have tea parties. Children set the napkins down on the floor ready for the teacups and food to arrive.
- The childminder is a skilled storyteller. She fosters children's love of books as she willingly reads the stories children bring to her. The childminder brings stories to life with her enthusiasm and use of props. For instance, children laugh delightedly as they pretend the tiger they are holding is eating all the food. Children anticipate what is going to happen next. They talk animatedly about needing to go to the shop to buy more food to eat.
- Children delight in demonstrating their early mathematical skills. They fill and empty buckets and other containers, understanding they need to add more resources to make the buckets full. However, the childminder overlooks opportunities during activities and routines to further extend their mathematical understanding of numbers and counting.
- Children are confident to lead their own learning and are happy for other children to join in their play. For instance, as children play with musical instruments, other children come to play. They giggle in delight as they explore the sounds the instruments make and design their own music.

- The childminder reflects on her practice and the service she provides. She is proactive in accessing regular and frequent training to enhance her knowledge and skills further. The childminder has forged strong links with other childminders in the area. This offers children further opportunities to develop their social skills as they interact with other adults and children.
- Children demonstrate excellent communication skills. They instigate and hold conversations with adults and other children. Children make their own stories as they play, talking to themselves and each other as the stories evolve. The childminder supports children's communication skills as she gets down to children's level to speak to them. She talks clearly and waits for children to respond. However, the childminder does not use play and routines as effectively as she could to introduce new words into children's vocabulary.
- Children are very polite, well mannered and courteous as they automatically say please and thank you. They respect their environment and are happy and willing to tidy up. Children show their appreciation to the childminder as she offers them plenty of praise for their efforts and achievements. This helps to build children's self-esteem.
- The childminder teaches children to keep themselves healthy. For instance, children know to wash their hands before eating. Children are very able in managing their own self-care needs. Should they need help they are confident to ask the childminder, knowing she will assist them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her responsibilities to protect children. She has a secure knowledge and understanding of her role and responsibilities in helping to keep children safe. She regularly assesses risks in the home environment, as well as during frequent outings into the community. Children learn how to keep themselves safe while out walking in the local area with the childminder.

What does the setting need to do to improve?

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

- make increased use of children's activities to extend their enjoyment of mathematics and knowledge of numbers and counting
- maximise opportunities to bring new words into children's play to extend their vocabulary.

Setting details

Unique reference number	EY281779
Local authority	Stockton-on-Tees
Inspection number	10117067
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 5
Total number of places	6
Number of children on roll	7
Date of previous inspection	2 February 2016

Information about this early years setting

The childminder registered in 2004 and lives in Ingleby Barwick. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Denise Charge

Inspection activities

- The quality of teaching during activities was observed and the inspector assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- A number of discussions were held with the childminder. The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

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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