

# Childminder report

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Inspection date: 20 May 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

The childminder provides a safe and stimulating environment for children. Since the pandemic, parents have been unable to attend for settling-in visits with children. The childminder has provided video tours and uses a variety of media to gather useful information about children's likes and dislikes. She currently focuses on developing children's confidence and personal, social and emotional skills. Children continue to show they feel secure and happy. They are willing to try new activities and benefit from the regular praise given by the childminder. Young children are very well behaved for their age. They know how to share toys and be kind to each other, with minimal support from the childminder. The childminder provides and reinforces clear procedures for parents to follow. They understand that they must keep children at home if they feel unwell. The childminder has high expectations for all children and focuses her teaching to help them make good progress. She prepares the environment effectively indoors and outdoors to enable children to develop their skills, wherever they choose to learn. The childminder works in partnership with schools and other settings children attend. She currently uses the online learning platforms provided by teachers to promote continuity of learning for children.

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

- Children demonstrate enjoyment in their learning and show a particular preference for the outdoors. The childminder prepares this effectively with activities she knows will interest and challenge them. Children are excited to explore the tray with twigs, leaves and hidden animals in. They extend their vocabulary as the childminder encourages them to say the names of the things they find.
- The childminder has an excellent knowledge of the children in her care. She stays in touch with children's parents and extended family to find out about their home lives. This helps her to complete accurate assessments and plan for their development based on what they already know and can do.
- Children learn how to cope in a range of situations and develop resilience. For example, the childminder quickly comforts children who are afraid of leaves blowing in the wind. She turns this into an activity to crunch the ones that have fallen to the floor and repeats this each time the winds blows more toward them. Children demonstrate they trust the childminder and begin to stamp and crush the leaves to hear the sounds. This helps to broaden their positive experiences.
- Young children develop good physical skills. The childminder focuses her teaching to help them manage small risks for themselves as this has been limited over the past year. Children respond to her challenges to climb up wooden steps and shoot down the slide. They jump through hoops as she

models number names and practice hopping.

- The childminder ensures children have time to rest and have access to fresh fruit and drinks throughout the day. They enjoy plenty of fresh air and walks out into the community. The childminder ensures children wash their hands thoroughly, but does not always use opportunities such as this to expand children's knowledge and understanding of why hygiene is important.
- Children develop a love of books from an early age. The childminder encourages young children to choose the stories they would like to listen to. Young children sit cosily on the sofa and turn the pages carefully. The childminder encourages them to use two words together to form sentences and look at the pictures and words. This helps to build the foundations to prepare them for their eventual move to school.
- The childminder has built partnerships with other childcare professionals in the area and shares good practice ideas. She is beginning to evaluate the impact of her practice on children's progress and to consider what additional training might develop her teaching skills further.
- Parents speak very highly of the childminder. They are really happy with their children's progress, specifically their growing confidence and development of their social skills. Feedback is very complimentary and parents feel the environment is very loving and caring for children, 'much like home'.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has carefully considered the risks during the pandemic and refreshed her risk assessment procedures with parents. Children learn how to keep themselves safe and they have opportunities to learn about being safe online. The childminder has a thorough understanding of safeguarding issues, such as county lines. She understands how to identify signs of potential abuse and is clear on how she would manage these concerns without delay. This helps to keep children safe. The childminder maintains her first-aid qualifications and training to help her respond in emergency situations.

## What does the setting need to do to improve?

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

- help young children to build on their awareness of germs and the importance of good hygiene
- begin to evaluate and reflect on skills and the impact of teaching, in order to identify further opportunities for continuous professional development.

## Setting details

<b>Unique reference number</b>	EY552562
<b>Local authority</b>	Stockton-on-Tees
<b>Inspection number</b>	10143610
<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 at time of inspection</b>	2 to 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017. She lives in Ingleby Barwick. She operates her provision Monday to Thursday, all year round from 7.30am to 5.30pm. The childminder has links with the local schools and provides wraparound care. The childminder has a relevant level 3 qualification.

## Information about this inspection

### Inspector

Michelle Lorains

### Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- A joint observation was completed by the childminder and inspector during an activity outdoors.
- The inspector looked at relevant documentation, such as evidence of the childminder's, suitability to work with children. She discussed children's learning and development with the childminder.
- The childminder obtained written feedback from parents and organised telephone feedback for the inspection.
- The inspector spoke to the childminder and children 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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