

# Childminder report

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Inspection date: 18 June 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**

Children are happy, safe and very much enjoy their time at this setting. The childminder is very warm and caring. She knows each child in her care very well and plans challenging activities to help them make good progress. The childminder places an emphasis on children playing outdoors and learning about the world around them. Young children put on their boots and all-in-one suits and jump in puddles at forest school. Older children excitedly watch caterpillars turn into butterflies and observe stick insects hatching. They explore in the garden with magnifying glasses and look for different bugs and insects. Children learn about how things grow. They plant strawberries, peas and tomatoes in the garden and help the childminder to collect eggs from the chickens.

Children behave well and form strong friendships with other children in the setting. The childminder teaches them to share, take turns and use good manners. When the setting was closed due to COVID-19 (coronavirus) restrictions, the childminder kept in touch with children and their families. She provided parents with ideas to extend their child's development at home. For example, the childminder shared how to make play dough to help children develop their creative and physical skills. Partnerships with parents are strong. Parents report how they have seen significant progress in their children's social skills, confidence and communication since starting at the setting.

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

- The childminder plans a curriculum that takes account of children's ages and stages of development. She knows where children are in their learning and what she wants them to learn next. She accurately assesses children's progress and makes sure that activities build on what they already know and can do.
- The learning environment is motivating and well organised. The childminder encourages children to explore and find things out for themselves. For example, children clearly delight in making 'potions'. They experiment with spray bottles, pipettes, measuring jugs, coloured water and flowers and leaves. Children develop their mathematical understanding. For instance, they confidently talk about how colours change and count how many rose petals they have used.
- Children learn to be independent at every opportunity. The childminder carefully plans routines so that children can practise doing things for themselves. Children know where to find their coats and aprons, and independently put them on. They cut up their fruit at snack time and learn to feed themselves.
- The childminder attends training to keep her knowledge up to date. She has clear plans in place to continually develop her already good setting. The childminder has identified that there are less opportunities for children to develop their mathematical skills and creativity in the outside area. She plans to

improve this to support those children who prefer to learn outdoors in building their knowledge further.

- The childminder plans many activities for children to develop their early literacy skills. Older children recognise their names on their own baskets. They keep tallies of the number of insects they have seen in the garden and draw meticulous pictures of rainbows. The childminder encourages children to develop a love of reading. Children choose the stories they would like to hear and listen carefully as the childminder reads. This helps to build the foundations for later reading and writing when they move on to school.
- Children are good communicators. They join in discussions and express their own ideas confidently. As children play, the childminder introduces new vocabulary to the children. For example, when they are exploring with water, she teaches them new words, such as 'concoction', 'syringe' and 'ingredient'. Children listen carefully and later use these new words when they play.
- Children learn to keep themselves healthy. They know the importance of washing their hands and putting tissues in the bin after they have wiped their noses. The childminder offers them a varied menu of well-balanced and home-cooked food. Children regularly visit places of interest in the local community. They go to forest school, museums, playgroups, farms and role-play centres. These visits are planned to give children opportunities to play in a larger group and mix with other children.
- Overall, the childminder has a good relationship with other settings that children attend. She shares information verbally each day and complements activities from school in her setting. However, she does not consistently share precise information with staff about what the children in her care are learning and need to learn next.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a detailed knowledge of how to keep children safe. She has a good understanding of how to monitor and report any concerns she may have about a child's welfare. The childminder has attended a lot of training to help her identify the different types of abuse. Children learn about how to keep themselves safe. The childminder reminds them not to run when holding pens and how to use scissors safely. Older children learn about road safety and how to keep themselves safe when out in the community.

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

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

- plan further opportunities for those children who prefer to learn outdoors in order to extend their mathematical knowledge and creativity

- share more precise information with other settings that children also attend about what children are learning and what they need to learn next.

## Setting details

<b>Unique reference number</b>	EY561240
<b>Local authority</b>	Hartlepool Borough
<b>Inspection number</b>	10190904
<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>	1 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018 and lives in Hartlepool. 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

Melanie Vincent

## Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. The childminder and inspector reflected together on children's learning during activities.
- The inspector looked at a sample of the childminder's documentation, including evidence of the suitability of those living on the premises.
- The childminder and the inspector carried out a learning walk together. The childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting, plans activities for children and keeps them safe.
- The inspector held discussions with the childminder and children during the inspection. She took account of parents' views by speaking with them and by viewing their written comments.

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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