

Childminder report

Inspection date: 12 August 2021

| Overall effectiveness | Outstanding |
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| The quality of education | Outstanding |
| Behaviour and attitudes | Outstanding |
| Personal development | Outstanding |
| Leadership and management | Outstanding |
| Overall effectiveness at previous inspection | Not applicable |

What is it like to attend this early years setting?

The provision is outstanding

Children flourish and thrive in the inspiring and exciting environment. They are highly motivated to investigate and learn through play. The childminder reads popular stories to children and then plans a range of purposeful learning experiences linked to the story. For example, after listening to a story about a tiger, children of all ages are eager to explore different textures as they make a cake for the tiger. They discuss the different ingredients, supported by older children who clearly read the recipe. The childminder expertly follows children's interests and extends their learning further as they discuss the changes when they add various elements. She supports children to confidently use their hand-to-eye coordination to measure and mix using a range of small equipment, such as measuring spoons and pipettes. Children concentrate and persevere to achieve their goals. The childminder engages children in conversations. She is highly skilled at introducing new words and expertly questions children to foster their curiosity and fully extend their learning. For example, she encourages children to predict the changes to the mixture and the colours as they add various colourings.

Children feel very content, safe and secure at the setting. They form exceptionally strong relationships with the childminder and her assistant, who are excellent role models to them. The childminder has high expectations and works tirelessly to ensure that children have the very best experiences. Behaviour within the setting is impeccable as children understand and respect the house rules.

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

- The childminder is an awe-inspiring teacher who continually uses imaginative teaching strategies to promote children's learning. She uses precise and meticulous methods to accurately evaluate what children can and cannot do. The childminder uses this information exceptionally well to plan rich and highly focused activities to target children's next steps. All children, including those who receive funded early education, make rapid progress.
- The qualified childminder is extremely ambitious and dedicated to providing the best opportunities for the children in her care. She carries out extensive research and training to continually develop her professional skills and knowledge. There is a particularly sharp focus on communication and language. For example, the childminder has attended speech and language training which has enabled her to improve her support for children who have specific language needs. The childminder is highly reflective of every element of her practice and the effectiveness of her teaching. Through her detailed and rigorous methods of monitoring and supporting her assistant, the childminder is able to ensure that her high standards are maintained.
- Partnerships with parents are first class. From the start, the childminder ensures

that parents' input is valued. She gathers a wealth of information to enable her to plan for children's next stage of development. Her accurate and extensive systems enable parents to contribute to their child's progress. For example, the childminder supports parents to extend and consolidate their children's learning at home. Parents' comments are extremely complimentary. They say that she understands how to support and facilitate children's learning through play, to enable them to make the best progress possible.

- The children form special bonds with the childminder. The childminder knows the individual children extremely well. Her sensitive approach nurtures children and enables them to learn what is right and wrong. For example, the childminder uses open communication with children and makes suggestions to help children to understand how to cooperate with others. This supports children's emotional well-being extremely effectively.
- The childminder is proficient at developing children's concentration and their communication and language skills. She constantly models language effectively. She provides a running commentary as children play, repeats vocabulary and extends sentences with descriptive language. Children have free access to a phenomenal range of books and relish reading and listening to stories. The devoted childminder reads to the children expressively and engages them fully. She skilfully and seamlessly integrates mathematics into everyday activities. Children are encouraged to count and compare shapes and sizes in all activities. They giggle as they find various shapes in the sand, which they name, count and compare.
- The childminder enables children to continually guide and extend their own learning as she offers additional experiences and explanations. She assists them in making cakes for the tiger by providing a range of resources, which enables them to make independent choices. Differentiation ensures that older children are provided with more-complex choices while younger children have simpler versions. This enables all children to be challenged and succeed. Children show that they are continually discovering as they proactively learn how to adapt their mixtures by using trial and error.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a robust knowledge and understanding of the signs that may indicate a child is at risk of abuse and neglect. She expertly knows the procedures to follow in the event of any concern about a child or an adult. The childminder keeps up to date with the latest child protection issues and has updated her knowledge and understanding through regular training. She supports children to understand how to stay safe during their play. The childminder maintains an extremely safe and secure environment for children. For example, children discuss how to use steps safely to access the outside area.

Setting details

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| Unique reference number | EY562777 |
| Local authority | Hartlepool Borough |
| Inspection number | 10191221 |
| 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 | 4 |
| Date of previous inspection | 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 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder is a qualified teacher and works with an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Eileen Grimes

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector carried out a learning walk. They discussed the learning environment and how the curriculum is organised.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector observed and evaluated an activity with the childminder.
- The inspector held a meeting with the childminder. She looked at relevant documentation, including the self-evaluation and evidence of the suitability of household members.
- The inspector spoke to parents during the inspection and took account of their views through written feedback.

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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