

# Childminder report

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Inspection date:

16 September 2021

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**Overall effectiveness**

**Good**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

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 nurturing, caring environment for children and families. Children show interest in activities and enjoy developing new skills. Babies make very good progress in their physical development. They begin to walk around the garden without support. Toddlers play imaginatively in the sand tray with large diggers and practise tipping and pouring. Older children show good levels of concentration and are proud of their knowledge about the world and the ocean. The childminder has high expectations for all children who attend and helps them to prepare for the next stages in their learning, such as moving on to school.

Children benefit from clear boundaries and regular praise from the childminder. She is a good role model for them and has a calm, consistent and positive approach. Since the COVID-19 (coronavirus) pandemic, the childminder has focused on helping children to feel safe and manage their own feelings and behaviour. Younger children show increasing levels of confidence and babies regularly check to make sure the childminder is still there. The childminder ensures she maintains good levels of communication with children's parents, to keep up to date with children's individual care needs and preferences.

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

- The childminder helps babies and younger children to develop their communication skills. She responds to their non-verbal cues and models new words to them consistently. Older babies point and begin to name the resources they would like to explore. They are eager to try new things, such as sitting on the push-along bike and going up and down the small step from inside to outside. Toddlers begin to use sentences and the childminder sensitively repeats them back. This helps them to begin to speak clearly and slowly.
- Children develop independence and make decisions about where they would like to learn. For example, the childminder prepares activities for those children who prefer to learn outdoors. Younger children are keen to join in with physical activities and thoroughly enjoy climbing and balancing. However, the childminder does not encourage them to participate fully in other experiences, to help them make progress and further develop their concentration.
- The childminder helps children to manage their feelings and uses quiet, positive words to keep children calm. This is effective and children respond very well. For example, she gently reminds older children to be patient with younger children and skilfully divides her time, attention and support between them. Children's behaviour is positive. They begin to develop good manners and social skills.
- Older children are prepared for the next stages in their learning and their eventual move to school. They have very good communication and language skills and show confidence in talking about topics that interest them, such as

recycling. Children show pride as they sort the letters in their name in the correct order and use mathematical language in their play as they build with bricks. The childminder is working on ways to develop partnerships with schools to enhance continuity in children's learning.

- Children are keen to share their knowledge about healthy eating and know which foods are 'good for you'. They wash their hands thoroughly before sitting together at the table for fresh fruit. The childminder encourages children to brush their teeth during their day and ensures they have opportunities for rest and fresh air. This helps to promote children's good oral health and build on their awareness of good hygiene.
- The childminder is proactive in developing her skills and knowledge to work with children and their families. She uses information gained from professional development to make continuous improvements. For instance, the childminder recently reflected on how she supports children's personal, social and emotional development following the pandemic. In addition, the childminder uses support from other childminders in the local area to share best practice and remain up to date with current initiatives.
- Parents leave positive feedback for the childminder. They are particularly happy with the arrangements to help children settle in and the effective communication between them. The childminder provides detailed information about children's care needs and experiences throughout the day. This helps to promote continuity of care for children and helps parents and families feel included.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe from harm. She prioritises their well-being and teaches them how to manage small risks. For example, younger children are encouraged to take care on the steps to the garden and develop confidence as they do this. Older children learn about road safety and know to use the lollipop person at the school crossing to keep them safe. The childminder knows how to identify, record and report concerns about children's welfare. She regularly refreshes her knowledge to stay up to date with wider safeguarding issues, including the impact of domestic violence on children and potential signs of female genital mutilation.

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

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

- help younger children to further develop their concentration and deeply engage in planned experiences
- consider ways to build partnerships with other settings children attend to promote continuity of learning for children.

## Setting details

<b>Unique reference number</b>	2508546
<b>Local authority</b>	Hartlepool Borough
<b>Inspection number</b>	10202147
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2019 and lives in Hartlepool, County Durham. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education places for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Michelle Lorains

### Inspection activities

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