

# Childminder report

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Inspection date:

21 September 2021

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| <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 busy and excited to learn. They eagerly explore the high-quality resources, inside and outside. For example, children enjoy watering their plants in the garden. They are delighted when they independently fill the watering can and walk to the plants without spilling the water. The childminder plays well with children. She observes how children react to situations and responds with enthusiasm. Children join in an exercise activity with the childminder. They giggle and laugh when they follow the childminder's instructions. This helps to keep children interested and engaged. Children are encouraged to solve problems. For example, they ask the childminder for help when they make sandcastles and investigate how to mould them. This helps children to persevere and develop independence.

The childminder has high expectations of children. For example, children know how to tidy up and understand why this keeps them safe. Children feel safe and secure with the childminder and are confident to ask for help. They learn how to manage their emotions. Children understand what is expected of them, and the childminder has clear boundaries in place. For example, she explains clearly and sensitively what is expected when some behaviour is unacceptable. The childminder supports children's understanding of the world around them. For example, she plans visits to outdoor settings, the local park and places of interest.

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

- The childminder is aware of the potential impact that the COVID-19 (coronavirus) pandemic has had on children's learning and development. She has identified that, after the national restrictions, some children need support to develop their social and communication skills. The childminder has worked closely with parents to support children to catch up in these areas and prepare them for their transition to nursery. She recognises that children benefit from social interaction and plans experiences to support this, such as attending small-group activities.
- The childminder understands the importance of communicating with other settings that children attend. She shares information to support a consistent approach to children's learning and care.
- Currently, the childminder uses some good methods to develop her knowledge of the early years foundation stage. For instance, she liaises with the local authority and reads information online. This helps her to gain good ideas to develop her own practice. However, she recognises that she would like to seek further training and support to extend her skills to an even higher level.
- The childminder has a secure understanding of how children learn and develop. She plans activities which allow children to take the lead in their own learning,

based on what interests them. As a result, children are eager to engage in activities. The childminder knows children well. She makes good use of observations and assessments to accurately plan their next learning steps. As children play, the childminder intervenes at appropriate times to promote and extend their learning.

- The childminder supports children's communication skills very well. She is skilled when talking with children. For instance, the childminder uses effective questions and ensures that she provides time for children to reflect on their responses. However, on occasions, the childminder misses opportunities to extend older children's understanding of simple calculation to extend their mathematical skills further.
- The childminder plans interesting activities which engage children and help to support their concentration skills. For instance, children are utterly absorbed in selecting clothes for the doll to wear. They are delighted to observe which of the clothes fit. They persevere as they dress the doll with the childminder's support.
- Partnerships with parents are strong. Parents value the childminder's efforts. They comment that their children are thriving. Parents seek the childminder's advice and support. They comment that their children missed the childminder during local restrictions and were keen to come back. The childminder kept in touch with children during the COVID-19 pandemic, to help children settle back in when they returned to the setting.
- The childminder encourages children to follow a healthy lifestyle. She provides children with nutritious meals, snacks and drinks. The childminder makes sure that she caters for children's different dietary needs. Children have daily opportunities to be outdoors in the fresh air and develop their physical skills.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder provides a safe, secure and stimulating environment that she frequently reviews. She quickly identifies any potential hazards and removes them to keep children safe. The childminder demonstrates a knowledge of the signs and symptoms of abuse and knows what to do if she is concerned about a child. She understands the action to take in the event that an allegation is made against an adult living or working on the premises. The childminder has a range of hygiene measures in place to ensure the health and safety of children attending.

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

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

- focus on how professional development opportunities can be used to raise the quality of the already good practice to an outstanding level
- develop older children's understanding of simple calculation to extend their

mathematical skills even further.

## Setting details

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| <b>Unique reference number</b>                     | 2528643   |
| <b>Local authority</b>                             | Hartlepool Borough  |
| <b>Inspection number</b>                           | 10202152  |
| <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> | 3 to 4  |
| <b>Total number of places</b>                      | 3   |
| <b>Number of children on roll</b>                  | 2   |
| <b>Date of previous inspection</b>                 | Not applicable  |

## Information about this early years setting

The childminder registered in 2019 and lives in Hartlepool. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays.

## 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 the evaluation of the setting.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable for children.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The childminder and the inspector observed and evaluated an activity together.
- The inspector held a meeting with the childminder. She looked at relevant documentation, including self-evaluation and evidence of the suitability of household members.
- The inspector took account of the views of parents through reading their 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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