

Childminder report

Inspection date: 24 September 2021

Overall effectiveness	Good
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

Children form warm relationships with the childminder and demonstrate that they feel happy, safe and secure in her home. Children show strong levels of independence and attend to their own personal care needs. They are familiar with the routines in the setting. For instance, they readily help to get their packed lunch and remove their shoes. Children follow good hygiene routines and know to wash their hands after they have wiped their nose and before they eat. They have many opportunities to develop their physical skills, such as when they attempt an obstacle course. Young children hop and jump onto numbered spots, counting as they land. They hold on to the childminder's hand for support and reassurance when they need to. Older children demonstrate good hand-to-eye coordination as they throw and catch large balls.

The childminder is aware that not all children have had opportunities to visit the local community during the COVID-19 (coronavirus) pandemic. She supports children's understanding of their community by visiting local parks, the florist and the library. The childminder has had regular contact with families who had to isolate due to the pandemic. She shared home learning packs and spoke to parents on the telephone. This information helped her to plan for children's next steps in learning on their return.

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

- Overall, partnerships with parents are good. The childminder provides parents with regular updates about their children's progress and activities. She explains the purpose of activities and what their children are learning. However, the childminder does not gather sufficient information from parents about their child's development at the start. This means that she does not have a precise understanding of what each child knows and can do from the very beginning.
- The childminder reflects well on the quality of her teaching and care practices. The childminder and her co-childminder meet regularly with their assistants to reflect on the setting and identify changes to improve practice. The childminder attends all mandatory training. However, she does not access other professional development opportunities to raise the quality of teaching to a higher level.
- Children have immense fun while taking part in creative activities. They enjoy singing familiar songs and rhymes while accessing a range of musical instruments. Children explore the different sounds they make and learn that the faster they shake the instrument, the louder it gets. Older children's imaginations are fostered well. They dress up in costumes and act out scenarios by retelling stories. However, the childminder does not fully encourage children to represent their own ideas during creative activities.
- The childminder teaches children to be kind and gentle towards others. Young

children show caring attitudes in their play. They seek the attention of the childminder and her co-childminder and, at times, involve them in their play. Young children act out roles of siblings and tell the childminder that they are taking care of their baby sister. Toddlers gently place a doll in the high chair and pretend to feed it. Relationships between the childminder and children are sensitive and responsive. For example, when a child falls over, the childminder acts swiftly and provides cuddles and reassurance. As a result, children's personal development is progressing well.

- The childminder has high expectations for children's behaviour. Children behave well and enjoy the interactions they have with the childminder. The childminder has a kind and gentle manner. She regularly gives praise to encourage children to keep trying. For example, as children try to make a ball out of dough, the childminder provides encouragement and praise for their efforts.
- Overall, the childminder makes good use of what she knows from her assessments of children's development and plans for specific learning intentions for each child. The childminder and her assistant regularly observe children and adapt their teaching to support the different learning needs of children.
- The childminder discusses healthy eating and lifestyles throughout the session with children. She supports children to understand why they need to make healthy choices and get fresh air and exercise.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good knowledge of child protection issues. They regularly complete training to ensure that they have an effective understanding of their roles and responsibilities. The childminder has a thorough knowledge of the signs and symptoms that may indicate a child is at risk of harm, including those of radicalisation. The childminder and her assistant understand how to report any allegations against themselves or a family member. They carry out regular risk assessments of the home, garden and outings to ensure the safety of children.

What does the setting need to do to improve?

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

- gather more detailed information from parents about what their child can do when they first start at the setting
- target professional development opportunities to help raise the quality of teaching to an even higher level
- develop further opportunities for children to explore and represent their own creative ideas.

Setting details

Unique reference number	2524118
Local authority	Stockton-on-Tees
Inspection number	10205947
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 9
Total number of places	12
Number of children on roll	40
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Stockton-on-Tees. She operates during term time from 7.30am to 6pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate childcare qualification at level 3. The childminder works with a co-childminder and two assistants, who work alongside her at various times.

Information about this inspection

Inspector

Julie Campbell

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 the premises and discussed the early years curriculum.
- The inspector observed the quality of education, indoors and outdoors, and assessed the impact of this on children's learning.
- The childminder carried out a joint observation of a activity with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of the views of parents 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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