

# Childminder report

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Inspection date: 3 November 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children develop strong bonds with the caring childminder. She knows them well and they develop secure, positive relationships with her. Children know where the wide range of toys and resources are stored, and they independently help themselves. The childminder knows children and their interests well and she plans effectively for their learning. She implements a curriculum that clearly identifies what children already know and can do, and considers what they need to learn next.

Children make choices in their play and engage fully in the range of stimulating and challenging experiences available. The childminder supports young children to count and sort conkers, leaves and pinecones. Older children enjoy placing pumpkins in size order. This helps to develop their mathematics skills. In addition, the childminder supports older children to recognise initial letter sounds and the first letter of some words. This helps to develop children's literacy skills.

Children behave very well. They listen to the childminder and use good manners. Children develop a sense of responsibility for the environment. They tidy away equipment before accessing other resources. The childminder is a good role model to children. She praises and encourages them, which builds on their self-esteem.

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

- Parents are very complimentary about the service the childminder provides. She seeks their views and actively involves them in children's learning. However, the childminder has not yet established highly effective partnership working with other early years settings that children attend. This means information about their wider learning is not taken into account when planning activities.
- The childminder regularly reviews her practice and identifies areas for improvement. She attends a range of mandatory training courses. However, the childminder has not identified training opportunities to support her to raise the quality of her already good teaching skills.
- Healthy lifestyles are promoted with children. The childminder provides them with a wide variety of healthy meals and snacks. She regularly talks to children about the importance of eating healthy foods. Children have access to their own water beakers and are encouraged to drink regularly.
- Children's communication and language skills are developing well. The childminder engages in meaningful conversations and introduces new vocabulary. For example, children use words such as 'turrets' as they play with small-world equipment. Furthermore, as children investigate leaves, the childminder describes parts of the leaves. Children learn that leaves have veins in them.

- The childminder observes children and uses the information well to plan the curriculum. She 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 completes the required progress check for children between the ages of two and three years. She uses this assessment to ensure any possible gaps in learning are addressed quickly. Children make good progress from their starting points.
- Children are beginning to manage their own feelings and behaviour and to understand how these have an impact on others. When children struggle with regulating their behaviour, the childminder supports them well. For example, she encourages children to share and to be kind to their friends. This helps them to develop a sense of right and wrong.
- Children have many opportunities to be physically active. They develop their small-muscle skills as they use tongs in the role play area. Children practise their large-muscle skills as they climb on apparatus at the park and run in the childminder's garden. The childminder regularly takes children to soft play where they have the opportunity to mix with other children. This supports the development of children's physical and social skills.
- The childminder weaves mathematics into everyday activities. For example, as children play, she encourages them to compare the size of conkers and pumpkins. Furthermore, the childminder supports children to count to 20 as they wash their hands. Children readily use mathematical language, such as 'big' and 'small', during play.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the signs and symptoms that indicate a child may be at risk of possible harm. She understands her responsibility to protect children. The childminder knows how to report any concerns she may have about a child's welfare. She consistently updates her safeguarding knowledge by accessing online training. The childminder recognises possible indicators that a child or family may be at risk of being drawn into extremist behaviours. She works hard to ensure the environment is safe. Risk assessments are completed regularly and children are supervised well in all areas of the premises.

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

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

- seek wider professional development opportunities to raise the quality of education to an even higher level
- strengthen partnerships with other early years providers to provide a more complementary way to supporting children's learning and development.

## Setting details

<b>Unique reference number</b>	EY379176
<b>Local authority</b>	Stockton-on-Tees
<b>Inspection number</b>	10066102
<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>	2 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	2 July 2015

## Information about this early years setting

The childminder registered in 2008 and lives in Stockton. She operates Monday to Friday from 7.30am to 5.30pm all year round, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate childcare qualification at level 3.

## Information about this inspection

### Inspector

Julie Campbell

## 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 their evaluation of the setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector through written feedback.
- The inspector observed the quality of education during an activity and jointly assessed the impact this has on children's learning and development with the childminder.
- The inspector looked at a sample of documentation, including suitability records and first-aid certificates.

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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