

Childminder report

Inspection date: 3 November 2021

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

The provision is good

Children are happy in this welcoming setting. They thoroughly enjoy spending time with the nurturing childminder. The environment is calm and children are very settled and relaxed in the childminder's home. Children regularly seek out the childminder for cuddles and she provides exciting activities for them. Children thoroughly enjoy using play dough. They smell the dough and the childminder explains that it smells of ginger. Children develop their small-muscle skills as they roll and squeeze the dough. They concentrate as they attempt to place it into a small syringe and push the plunger down. Children are excited as they watch the dough emerge from the other end of the syringe.

Children are well behaved, enthusiastic and motivated to learn. For example, very young children choose to identify animals from pictures. They enjoy using their voices to make different animal sounds. The childminder supports this learning by naming each animal as the sound is made. Furthermore, the childminder uses sign language and reinforces the word. Children's language skills are extended and this supports them to become confident communicators. Children enjoy sitting on the childminder's lap listening to stories. The childminder varies her tones to bring the stories to life. She introduces new words as she talks to children about what they can see in the pictures.

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

- Overall, the childminder helps children to develop their understanding of mathematics. For example, she talks to children about 'large' and 'small' cups. However, when reading stories, the childminder occasionally misses opportunities to develop children's counting skills in order to raise their achievements to a higher level.
- There are times when the childminder overly directs children and does not allow them to explore and investigate resources in their own way. This means that children are not always able to take control of their learning and develop their thinking skills and own ideas.
- The childminder takes children on regular outings to places such as parks and garden centres. The childminder ensures that children's health and safety are a priority. She teaches children how to use tools safely as they dig in the childminder's allotment. These opportunities teach children how to manage risks and learn about the world around them.
- The childminder provides healthy and nutritious food for children and helps children to understand the benefits of eating healthy food. Children are physically active. They develop their large physical skills as they spend time in the childminder's well-resourced garden and allotment. Children develop their small-muscle skills as they use rolling pins and syringes when they play with

dough. Additionally, the childminder talks to children and their parents about the importance of dental hygiene.

- Parents are very complimentary about the service the childminder provides. The childminder seeks parental views and opinions and actively involves them in children's learning. She uses feedback that she receives to support any improvements. For example, parents requested that the childminder use sign language to support children's communication skills. The childminder quickly developed her practice to include this strategy. Furthermore, the childminder is reflective of her practice and attends courses to support her professional development.
- The childminder gathers crucial information from parents when children first start at the setting. She then builds on what children know and can do. She observes children as they play and plans for their next steps. This helps children to make good progress.
- The childminder supports children's language development very well. She speaks clearly and commentates during play. She introduces new vocabulary, such as 'armadillo' and 'squirrel'. The childminder engages with toddlers when they are babbling to support them to hear words and begin to join in conversations.
- Children's behaviour is good. The childminder is a good role model and has high expectations of them. She gives clear instructions and children understand what is expected from them. They receive lots of praise and encouragement from the childminder, which helps to develop their confidence and boost their self-esteem.
- Children learn about similarities and differences between themselves and others. For example, they learn about the dynamics of families different to their own through discussions and stories. Children learn about different festivals throughout the year.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children. She has a good knowledge of the signs and symptoms that indicate a child may be at risk of possible harm, including exposure to radical and extreme views or behaviours. The childminder knows how to report any concerns she may have about a child's welfare. The childminder undertakes regular training to ensure that her safeguarding knowledge remains up to date. She uses this knowledge to develop a written policy, which includes the contact details for the local authority.

What does the setting need to do to improve?

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

- make better use of all opportunities to develop children's counting skills

- enable children to explore and investigate resources in their own way to enable them to learn independently and develop their thinking skills.

Setting details

Unique reference number	EY361768
Local authority	Stockton-on-Tees
Inspection number	10117110
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 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	27 April 2016

Information about this early years setting

The childminder registered in 2007 and lives in Ingleby Barwick, Stockton. She operates from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector
Julie Campbell

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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 childminder and inspector carried out a learning walk across the areas of her home used for childminding. They discussed the learning environment and how the curriculum is organised.
- The inspector and the childminder observed and evaluated an activity together.
- Children communicated with the inspector during the inspection.
- The inspector took account of the views of parents through conversations and written feedback.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of the suitability of the adults living within the address.

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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