

# Childminder report

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Inspection date: 25 January 2022

<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 happy in the care of the childminder. They gaze and smile at her when she speaks to them. Babies give the childminder very good eye contact. The childminder supports children's emotional security well and provides them with nurturing interactions. Children form a close bond with her. Children are physically active. For instance, babies show good core strength and develop muscles in their bodies. They receive support from the childminder to pull themselves up to a standing position. Babies respond with interest to a range of books. They know that some books provide them with sensory experiences, such as a book about dinosaurs. Babies touch the images in anticipation of a different type of texture.

Children enjoy regular outings away from the setting, such as visits to local libraries, toddler groups, trips and nature walks. The childminder has high expectations for children's behaviour. She acts as a positive role model to support their emotional well-being. For instance, she encourages children to share a silver bell and praises them for their kindness. Children learn to consider the feelings of others and develop positive friendships. Due to the COVID-19 pandemic, the childminder has put measures in place to help reduce the spread of infection and keep children safe. For example, children use antibacterial gel on their hands before entering the childminder's home.

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

- The childminder supports children to develop their communication skills, such as by taking turns in conversations. When babies make babbling sounds, the childminder talks back to them. The childminder talks to babies in a gentle soothing manner, to help to gain their attention. She encourages children to engage in singing sessions every day. Older children choose a song on the way to school. Babies join in, singing happily in their pushchair.
- The childminder helps children to develop their early mathematical skills when they play. For example, when babies place the stacking blocks on top of one another, the childminder counts the number of blocks. She introduces children to concepts, such as 'big, tall' and 'down'.
- Children become very independent learners. For instance, babies persevere as they learn to push in the silicone bubbles on a toy. They become thrilled with the resulting popping sound. Babies show curiosity and delight as they explore the sounds that different musical instruments make. They become intrigued as the childminder blows bubbles towards them. Babies reach out as the bubbles float around and burst.
- The childminder successfully develops babies' early listening and attention skills. For instance, she uses a range of textured and musical sensory toys that make a variety of sounds. Babies enjoy expressing themselves while exploring musical

instruments. The childminder demonstrates how to shake the bell and tambourine. She increases and decreases the intensity of the sounds that she creates. This captures the attention of babies, and they skilfully repeat the actions with the instruments themselves.

- Parents are kept very well informed about their children's progress. The childminder engages daily in a two-way communication with parents. Parents speak positively about the good progress that their children have made.
- The childminder encourages children to use their self-care skills. She quickly responds to signs that children are hungry or tired. The childminder encourages babies to feed themselves bananas and fruit biscuits. Children are settled and benefit from established routines.
- The childminder recognises the importance of valuing and celebrating diversity. However, she has not developed enough knowledge and understanding to fully extend this aspect of children's learning. She does not consistently plan opportunities to help children to understand what makes them unique and appreciate the diverse world they live in.
- The childminder is committed to developing her practice. She has a positive attitude towards making improvements. However, she has not planned further professional development opportunities to develop her knowledge and understanding even further.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding matters. She knows the action to take if she has any concerns about a child's welfare. The childminder is vigilant and supervises children appropriately. She completes regular training to keep her knowledge of local child protection procedures up to date. The childminder's home is safe and secure. She has effective risk assessments in place. For example, the childminder undertakes regular checks of all areas and equipment to minimise any potential hazards in her home. The childminder ensures any potential dangers are removed and keeps the premises secure. She is aware of how to keep children safe while they are online.

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

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

- help children to understand how they are unique, and to learn to appreciate other people's cultures and the diverse world in which they live
- plan professional development opportunities to strengthen knowledge and understanding even further.

## Setting details

<b>Unique reference number</b>	2537389
<b>Local authority</b>	Hartlepool Borough
<b>Inspection number</b>	10214320
<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>	0 to 1
<b>Total number of places</b>	6
<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 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Claire Crumpton

### Inspection activities

- This was the first routine inspection the setting 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 her evaluation of the setting.
- The childminder carried out a learning walk with the inspector. They discussed the learning environment and how the curriculum is organised.
- The inspector observed activities and the childminder's interactions with children throughout the inspection.
- The inspector spoke to the children and the childminder at appropriate times throughout the inspection.
- The inspector sought the views of parents.
- The inspector sampled various documents, including paediatric first-aid qualifications and public liability insurance.

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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