

Childminder report

Inspection date: 22 March 2022

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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder and her assistants provide a warm and welcoming environment for the children in their care. Children are happy and settled. They demonstrate a positive attitude to their learning. Children have access to a broad range of age-appropriate resources. The childminder knows children well. She plans interesting and enjoyable activities based on their interests and next steps in learning. Children have great fun during outdoor play as they explore and learn about the world around them. For example, they learn how to plant and tend seeds, ready for growing.

Children are confident and enthusiastic learners who generally play well together and have fun. Their behaviour is good. They understand the routines that the childminder has, and they follow directions well. For example, when they come in from outdoors, they understand that they need to wash their hands. The childminder explains that this is to get rid of germs. The childminder and her assistants give children lots of encouragement and praise for their efforts. This helps to boost their self-esteem. Children develop an understanding of the importance of living a healthy lifestyle. They play with resources that introduce them to good dental health, such as large teeth and toothbrushes.

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

- The childminder observes children and assesses their stage of development. She finds out about children's routines and development at home. Parents share information about children's interests and their likes and dislikes, before children attend. The childminder uses her assessments and the information obtained to plan activities that challenge children to reach the next stage in their learning effectively.
- The childminder enhances children's experiences and provides opportunities for them throughout the day. She places a high priority on children developing skills, including early reading. For instance, children select books. They listen intently and join in as the childminder or her assistants read familiar stories. Young children enjoy looking at the pictures and discussing what is happening. This contributes towards giving children a strong start to their education.
- Children benefit from meaningful learning. They become highly engaged in activities, such as water play. They experiment with large water beads that have swelled in the water. They pour them down ramps and try them on the slide to see what they do.
- The childminder and her assistants work closely with the children to support their play. Overall, they use questions to help children to work things out for themselves. However, occasionally, they jump in too quickly to do things for children, without giving them the time to work out what to do next.

- Children make good progress in their communication and language development. The childminder and her assistants use effective teaching to support young children to develop their vocabulary and pronunciation of words. They repeat words that children say so that they hear the correct way to say them. Children enjoy talking to the childminder and her assistants.
- Children follow good routines, and they clearly understand the boundaries in place at the childminder's home. They show this when they sit together to take part in familiar rhymes. They listen and join in with familiar actions.
- The childminder supports children in being active. Large play equipment in the garden helps them to develop good physical skills. For example, children climb up the steps to the slide. They negotiate the space in the garden on ride-on toys and simply enjoy the pleasure of running round.
- The childminder constantly reflects on her practice and how her setting is organised. She plans improvements, such as developing the garden for the children. This benefits children, and the fresh ideas and resources inspire their learning.
- The childminder develops positive relationships with parents. She shares information with them about the progress their children make and the care they receive. She consults them about how her setting is organised so that she can get their opinions. In questionnaires that she sends out, parents respond with positive comments.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a good understanding of the signs that may indicate a concern about children's welfare, such as abuse. They know the procedures to follow to report any concerns of this nature. The childminder and her assistants are aware of other issues, such as protecting children from the influence of extremist views. However, they are not fully confident in all the signs that might alert them to this kind of concern. Children are cared for in a safe and secure environment. The childminder carries out risk assessments to find and remove any potential hazards to keep children safe in her home.

What does the setting need to do to improve?

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

- give children enough time to process their thoughts, to help them to work things out for themselves and to express their ideas
- increase understanding of all aspects of the 'Prevent' duty to ensure that signs and symptoms can be easily identified.

Setting details

Unique reference number	EY466974
Local authority	Redcar and Cleveland
Inspection number	10230052
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	0 to 6
Total number of places	18
Number of children on roll	20
Date of previous inspection	10 November 2017

Information about this early years setting

The childminder registered in 2013 and lives in Redcar. She operates all year round, from 8am to 5.30pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder works with two assistants. She receives funding to provide free early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynne Pope

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 inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder.
- Discussions were held with the childminder and her assistants. The inspector looked at relevant documentation and discussed the ongoing suitability of persons working in the household.
- A tour was taken of the home and the inspector spoke to children during the inspection.

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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