

Childminder report

Inspection date: 5 May 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

Children are cared for in a warm and welcoming environment. They form secure relationships with the childminder and her assistant, who are kind and gentle. The childminder places a high priority on supporting children's well-being. Children are happy and enjoy their time at the setting. They play in a well-equipped playroom and outdoor area. Children make choices about their play from a wide range of resources. They move freely around the childminder's home and are enthusiastic learners. Children confidently try new things.

Children enjoy daily fresh air and exercise. For example, they relish the space to freely move about and be active as they participate in a familiar activity about a 'bear hunt'. Children recall their favourite parts and repeat well-known phrases. The childminder's assistant introduces resources to support the story and capture children's imaginations. The childminder and her assistant have high expectations for children's behaviour. They are good role models and support children to be kind towards each other. The childminder and her assistant give children lots of praise and encouragement as they share resources. Children are confident, polite and considerate to each other. For example, older children help younger children to zip up their own coats. They hold hands as they move from one room to the other.

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

- The childminder demonstrates a genuine enthusiasm for her work. She is exceptionally well organised. The childminder works very well with her assistant. They share their skills to provide high-quality care and learning for children.
- The childminder and her assistant use every opportunity to extend children's language. They speak clearly, repeating words and phrases back to children to help them to pronounce words correctly. For example, during role play, the childminder introduces new words such as 'thermometer' and 'stethoscope'.
- The childminder and her assistant plan activities that are well matched to what most children already know and can do. They make sure that activities are based on their interests. This encourages most children to take an active part. However, on occasions, the childminder does not match activities to some children's stages of development, particularly for younger children.
- Children use their imaginations well. For example, they pretend being doctors and nurses. They bandage dolls and stick plasters on their heads. Children relate these experiences to their own as they talk about going to the doctor's surgery and having injections. The childminder demonstrates how to put bandages on the doll, so that they can pretend to make the baby better.
- The childminder and her assistant know children well. They liaise well with other settings that children also attend. This helps to provide a consistent and continuous learning experience for children. They share information and discuss

children's ongoing learning and any concerns with parents and other settings. This helps to close any gaps in children's development.

- The childminder has a strong relationship with parents, who comment that their children love going to the childminder's house. The childminder has adapted her practice to keep children and families safe throughout the COVID-19 pandemic. For example, parents now drop off and collect children from the doorstep to reduce the risk of cross-infection. The childminder informs parents about their children's learning through daily discussions and electronic communication.
- The childminder works highly successfully with parents, carers and other professionals to support children with special educational needs and/or disabilities. For example, she fully understands the impact that hearing difficulties can have on children's development. The childminder encourages children to use sign language to promote their communication.
- The childminder supports children to develop some independence skills and manage risks. She is aware of the importance of healthy eating and encourages parents to send a healthy balanced lunch for their children.
- The childminder and her assistant meet regularly to plan and talk about the provision. The childminder ensures that her assistant completes mandatory training in first aid, food safety and safeguarding. However, she does not focus on her assistant's wider professional development in order to build confidence in raising the quality of education even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have an excellent understanding of all aspects of safeguarding. They work closely together to ensure that all children are very well protected. The childminder and her assistant complete daily checks to make sure that the setting is safe and secure for children to play in. They are both qualified in paediatric first aid. The childminder and her assistant have a clear understanding of the signs and symptoms that may indicate there are concerns about the welfare of a child. The childminder has a good knowledge of safeguarding protocols and actions to take if there are any concerns over a child's welfare. She is mindful of safeguarding issues, such as radicalisation and extremism.

What does the setting need to do to improve?

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

- consider carefully the differing ages and abilities of children when planning adult-led activities
- sharpen supervision arrangements and professional development to build the confidence of assistants and develop their practice even further.

Setting details

Unique reference number	EY485977
Local authority	Stockton-on-Tees
Inspection number	10229725
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	12
Number of children on roll	13
Date of previous inspection	19 January 2017

Information about this early years setting

The childminder registered in 2015 and lives in Stockton-on-Tees. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She works with one assistant. The childminder and her assistant both hold an appropriate level 3 qualification.

Information about this inspection

Inspector
Claire Crumpton

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 showed the inspector around the premises and discussed how she ensures that it is safe and suitable.
- 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 about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder, her assistant and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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