

Childminder report

Inspection date: 26 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 demonstrate that they feel happy, safe and secure in the childminder's home-from-home environment. They approach the childminder for cuddles and reassurance. Children are self-motivated and independent. They happily explore the childminder's playroom, accessing their favourite toys. Children concentrate for long periods at their chosen activities. For example, they make marks on the chalk board and proudly show the childminder their achievements. The childminder responds with praise. This helps to develop children's self-esteem.

Children push buttons on interactive toys and laugh and dance to the music. The childminder blows bubbles and encourages the children to jump and stamp. This helps to develop children's coordination. The childminder skilfully weaves in mathematics as she encourages children to count the number of bubbles they pop. This helps to develop children's understanding of numbers and counting. Children develop a love of books. They independently look at books and ask the childminder to read to them. Children listen eagerly as the childminder reads 'The Gruffalo'.

The childminder is an excellent role model. She is calm, respectful and polite. The childminder has high expectations for children's behaviour. Children use good manners without being prompted. For example, they use 'please' and 'thank you' at snack time.

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

- The childminder knows what skills she wants children to learn. She gathers vital information about what children can already do, when they first start at the setting. The childminder regularly observes and assesses children's progress. She plans activities to further support their development. For example, she encourages toddlers to share and take turns. This helps to develop children's social skills.
- Children are exposed to a language-rich environment. The childminder introduces new words such as 'tyrannosaurus' and 'ginormous'. She skilfully asks questions and provides constant commentary as children play. As a result, children are becoming confident communicators.
- Children listen to and show respect for the childminder. She is caring and nurturing. The childminder provides children with timely reminders, supporting them to think about their actions. Young children are kind, caring and considerate of their peers. Children receive lots of praise and encouragement from the childminder. This helps to develop their confidence.
- Parents are very complimentary about the childminder. She communicates with parents through daily conversations and messages. The childminder regularly shares ideas and suggestions with parents about how they can further support

learning at home. Parents explain how their children have made progress since starting with the childminder.

- The childminder provides children with a good variety of nutritious meals and snacks. She speaks to children about healthy food choices. Children are confident and clearly know the daily routine. For example, they independently wash their hands in preparation for snack time. Children exercise daily in the childminder's spacious garden, and they attend regular playgroups. The childminder takes children to the beach and local woodlands. This helps to enhance children's knowledge of the world around them.
- Children are keen and motivated. They make independent choices about what they want to play with. The childminder skilfully supports children's learning spontaneously. For example, she encourages children to count as they play with dinosaurs. However, occasionally, during group activities, the childminder does not adapt activities to fully support all children involved. This means that, sometimes, individual children may not receive the appropriate level of challenge to further enhance their learning.
- The childminder completes mandatory training, such as paediatric first aid and safeguarding, to help her keep children safe. She is a reflective practitioner, who considers the strengths and weaknesses of her setting. However, the childminder has not yet focused her professional development to help raise the quality of education even further.
- Children are encouraged by the childminder to try out their own ideas and work things out for themselves. They concentrate as they try to work out how to fit vehicles down a large cardboard tube. The childminder encourages children to compare sizes and supports their understanding of 'big' and 'small'. Children show excitement as they find a vehicle that fits. This helps children to become independent and motivated learners.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of her role in protecting children. She knows how to identify the signs and symptoms of abuse. The childminder is aware of the procedures to follow, should she have a concern about a child's welfare. She keeps her knowledge of safeguarding up to date by attending courses. The childminder is aware of safeguarding issues, such as county lines and female genital mutilation. She knows what to do if an allegation is made against herself or household members. The childminder carries out regular risk assessments of her home and garden. This helps to keep children safe.

What does the setting need to do to improve?

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

- focus more precisely on individual learning intentions of planned activities to fully meet each child's learning needs
- plan professional development opportunities to raise the quality of teaching and learning to an even higher level.

Setting details

Unique reference number	EY488809
Local authority	Stockton-on-Tees
Inspection number	10229734
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 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	9 February 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 bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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 the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector and the childminder evaluated an activity.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views through written feedback.
- The childminder provided the inspector with a sample of key documents 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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