

# Childminder report

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Inspection date: 27 May 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 happy and safe with the caring childminder. She has a home-from-home environment, where children independently select toys and resources. Children build towers, clapping their hands with excitement and showing clear delight with their achievements. They relish the praise the childminder offers them. This helps to support their self-confidence. The childminder knows the children very well and takes account of their interests when planning their learning. This helps children to focus and enjoy their learning. For instance, children enjoy decorating biscuits. The childminder instinctively knows that children will enjoy using their senses to explore the ingredients.

Children enjoy playing imaginatively and invite the childminder into their play. They use a doctor's set and pretend that the childminder is unwell. The childminder uses this opportunity to extend children's language skills. She introduces vocabulary such as 'medication'. This helps to develop children's communication skills. Children are motivated to learn. For instance, they persist in trying to fit puzzle pieces into an inset jigsaw. They keep on trying and persevere until they find the correct pieces. The childminder offers praise and support. This helps to develop their self-esteem and confidence. The childminder has high expectations for children's behaviour. She is a good role model, who consistently shows them how to be considerate and polite. As a result, children's behaviour is good.

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

- The childminder has good systems in place to monitor children's progress. She knows what skills and knowledge she wants children to learn. For example, the childminder promotes children's independence skills. Young children can select their own resources and know where to put them away. They use cutlery carefully and are beginning to wash their hands independently.
- Children develop a love for books. They ask the childminder to read to them at every opportunity. The childminder uses this opportunity to extend children's vocabulary. Children enjoy listening to 'Chocolate Mousse for Greedy Goose'. She reads clearly and with good expression. Children repeat words such as 'chimpanzee' and 'gazelle'. Children enjoy singing songs and rhymes. They giggle as they join in the actions to 'Heads, Shoulders, Knees and Toes'. This helps to develop children's listening and speaking skills.
- The childminder promotes healthy eating and healthy lifestyles. She provides healthy meals and snacks throughout the day. The childminder offers advice on healthy foods and oral hygiene to parents. Children have daily access to the childminder's well-resourced garden. They go for walks daily and visit local parks, where children run, jump and climb on equipment. This helps to develop children's large-muscle skills and promotes an understanding of healthy eating

and healthy lifestyles.

- Children have positive attitudes towards their learning and are confident in accessing the toys they want to play with. However, occasionally, the childminder over-directs children's learning. This means that children are not consistently given enough freedom to learn independently or to develop their thinking skills and own ideas.
- The childminder frequently encourages number recognition and counting. Children count biscuits as they decorate them. They match coloured spoons with the same-coloured bowls. Children enjoy identifying numbers that they see on resources in the playroom. This helps to promote children's early mathematical skills.
- Partnerships with parents are positive. The childminder develops secure relationships with them from the very beginning. She informs them about children's activities through daily discussions and electronic communications. The childminder regularly shares assessments of children's progress with parents. Parents comment that they feel well informed about their child's progress. However, the childminder does not share ideas with parents about how they can further support children's learning at home.
- The childminder regularly takes children out to visit soft play, the library and a local playgroup. This helps children to develop a sense of the local community. However, the childminder does not fully consider ways to help children learn about different communities, cultures and traditions.
- The childminder is a reflective practitioner. She continually considers ways she can improve her provision. Self-evaluation is good and includes the views of children and parents.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role in protecting children. She is aware of the signs and symptoms that may indicate a child is at risk of harm. The childminder knows how to report her concerns. The childminder attends regular training to keep her knowledge up to date. The childminder knows the procedure to follow, should an allegation be made against herself or a member of her family. The childminder has a secure understanding of the 'Prevent' duty, county lines and female genital mutilation. The childminder carries out regular risk assessments of the setting. 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:**

- enable children to explore and to investigate resources in their own way, so that they learn independently and develop their own thoughts and ideas

- develop the exchange of information with parents, so they can appropriately support their children's learning at home
- enhance learning opportunities for children to gain a greater awareness of other communities, cultures and traditions.

## Setting details

<b>Unique reference number</b>	EY489145
<b>Local authority</b>	Stockton-on-Tees
<b>Inspection number</b>	10229736
<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>	1 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	26 January 2017

## Information about this early years setting

The childminder registered in 2015 and lives in Billingham. She operates all year round from 7.30am to 5pm, Monday to Friday, except for 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.
- Parents' views of the setting were taken into account through written feedback.
- Children were spoken to during the inspection.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector and the childminder carried out a joint observation.
- The childminder provided the inspector with a sample of key documentation.

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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