

# Childminder report

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Inspection date:

14 September 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 very happy in the childminder's home-from-home, family environment. The childminder is calm and nurturing. Children develop a strong bond with him and show that they feel safe and secure in his care. Children enjoy the regular praise and encouragement that the childminder provides them with. This supports their confidence and self-esteem effectively. The childminder teaches children about the importance of being kind to others. Children respond positively and demonstrate good behaviour. Older children remind younger children of what is expected. Relationships are well established. The childminder and his co-childminder support children's emotional needs particularly well. Babies settle quickly when they start.

Children enjoy many opportunities that help them to develop an understanding of the world around them. For example, the childminder takes children on a variety of outings in the community to learn about nature and explore different places of interest. Children demonstrate their physical skills as they safely manoeuvre in the garden. Babies happily crawl and pull themselves to stand. Older children enjoy pouring 'tea' in the mud kitchen. They eagerly ask the childminder if he would like 'sugar in his tea?' Children enthusiastically count as they add 'sugar' to the childminder's tea. This helps to develop their early mathematical skills.

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

- Children's good health is promoted well. They benefit from freshly prepared, nutritious meals. The childminder helps children to understand the benefits of eating healthily. Children have regular access to the childminder's well-resourced garden, where they can run, jump and propel themselves on equipment. Furthermore, the childminder takes children to local parks, and they walk to school daily. This helps to develop children's physical skills.
- Children are independent in managing their self-care needs. For example, during mealtimes, toddlers learn to use cutlery. Older children put on their wellies and coats in readiness for outdoor play. All children gain the necessary skills they need for the next stage of their learning.
- The childminder and his co-childminder share ideas and discuss activities so that the curriculum is planned around children's individual needs and interests. The learning environment is well resourced, inviting and welcoming. However, on occasion, the enthusiastic childminder over-directs children's play. This means that children do not develop their critical-thinking skills and own ideas during these times.
- Children listen and follow instructions well. They are encouraged to help to tidy up their toys when they have finished playing with them. The childminder praises children, as they play together harmoniously, share and take turns. This

helps children to develop an understanding of what behaviour is expected.

- Partnerships with parents are effective. The childminder provides suggestions of ways which parents can support their children's learning at home. Parents speak highly of the childminder and his co-childminder. They value the information which they share with them about children's learning. Parents say that they particularly like the 'safe, caring and educational environment'.
- The childminder continually reflects on his practice. He regularly meets with his co-childminder to consider how they can improve the provision. The childminder seeks the views of parents and children, taking account of their suggestions to improve practice. The childminder attends all mandatory training courses.
- Children regularly learn about the wider world. They visit the childminder's allotment where they plant sweetcorn and pumpkins. Furthermore, children learn about other cultures and festivals, such as Eid and Chinese New Year. This helps children to develop a sense of the local community and other cultures and traditions.
- The childminder shares information with other early years settings that children attend. This means that there is consistent approach to working in partnership with other professionals to continue to support children's care, learning and development.
- The childminder supports children's speaking and listening skills well. Young babies and toddlers babble as they play, using a mixture of gestures and single words to make their needs known. The childminder speaks clearly and asks age-appropriate questions. This helps to develop children's communication skills.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding procedures. The childminder and his co-childminder know the different types of abuse, along with the signs and symptoms. They understand what action to take if they suspect that a child is at risk of harm. The childminder understands who to contact if an allegation is made against himself or a member of her household. He regularly updates his safeguarding knowledge and keeps abreast of new safeguarding procedures. The childminder carries out regular risk assessments to ensure that the premises are safe and secure. He has a clear understanding of safeguarding issues, such as county lines and preventing children from extreme views and behaviours.

## 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, to support them to learn independently and to develop their thinking skills and own ideas during these times.

## Setting details

<b>Unique reference number</b>	EY459547
<b>Local authority</b>	Stockton-on-Tees
<b>Inspection number</b>	10229654
<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 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	15
<b>Date of previous inspection</b>	2 November 2016

## Information about this early years setting

The childminder registered in 2013 and lives in Ingleby Barwick, Stockton-on-Tees. He operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with a co-childminder. He 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 childminder 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 their evaluation of the setting.
- The childminder showed the inspector around the premises and discussed how he ensures that it is safe and suitable.
- The childminder spoke to the inspector about his intentions for children's learning.
- The inspector observed the interactions between the childminder 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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