

# Childminder report

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Inspection date: 13 September 2022

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|------------------------------|-------------|
| <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 |
|----------------------------------------------|------|

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

### The provision is good

Children are very settled in the childminder's care. They quickly form strong relationships with her and benefit from the warm and welcoming environment that she has created. They confidently explore the provision and use toys which engage them well. For example, they delight in stacking the large blocks. They excitedly point to the pictures as they babble away, developing their conversation skills.

The childminder shows genuine affection for the children in her care. She has high expectations. She is a positive role model who helps children to manage their feelings and behaviour well. Children develop a secure understanding of how to behave from an early age. They develop a sense of responsibility, as even the youngest children follow the childminder's instructions at tidy-up time. For example, they eagerly clear away the toy cars before getting out the train track. The childminder gives children lots of praise and encouragement, which helps to boost their confidence and self-esteem.

The childminder understands the impact that the COVID-19 pandemic has had on children. She adapted her provision and provided thoughtful support for families during this time. She kept in touch with those not attending, through regular messages and calls, helping her to maintain relationships with the children.

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

- The childminder supports children's communication and language skills well. She introduces children to new words and concepts as they play. For example, children learn the meaning of 'kiwi' and 'zebra', as they stack the large picture blocks. Children delight as the childminder celebrates their achievements.
- The childminder reads to children regularly and they enjoy looking at the pictures in storybooks. However, she has not fully considered how to make books easily accessible to children to develop their literacy skills, especially younger children. This does not support children to develop a love for books.
- The childminder encourages children's interest in early mathematics from a young age. She introduces opportunities for numbers and counting into conversations and play, such as saying 'big' and 'small'.
- The childminder knows the children well. She confidently talks to them about what they can do and what they are working on, to develop their learning. She takes into consideration children's starting points. This then shapes her planning of the educational programme. For example, children that are soon moving to school, develop skills they need for writing, as they make marks on their own sketch pads.
- Relationships with parents are strong. Parents receive regular photos of their children's day. They comment positively about her care and their children's

progress. They say that she is 'fabulous' and that their children 'love attending'.

- The childminder is inclusive and offers a service that is accessible to all. Children are polite and show high levels of respect. However, opportunities for children to learn more about the wider community to further develop their understanding and appreciation of diversity, are not fully in place.
- Children enjoy learning about how to care for the childminder's pet dog. They play happily in the garden, while the dog sits beside them. They show through their actions that they understand how to be kind and gentle.
- Children are not always enabled to do things for themselves. For example, the childminder washes their hands for them and carries them to the table for snack. Children cannot independently access key resources, including their favourite toys. For example, they are unable to access a water-play activity independently, as the childminder guides their hands and does it for them. Children are therefore not fully supported to develop the skills and independence of which they are capable.
- The childminder supports the physical development of children well. Children benefit from lots of opportunities to be physically active outside. For example, they run around and play football in the garden and have regular trips to the park.
- The well-qualified childminder reflects on her practice and evaluates the effectiveness of her provision. She ensures that mandatory training is kept up to date and understands her responsibilities around this. She aims to prepare children well for the next stage of their education, including school.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She is well informed about the signs and symptoms of abuse and how to respond appropriately to concerns. This includes who to report any concerns to. The childminder has effective policies and procedures in place to keep children safe. This includes being able to identify if children are being exposed to radicalisation. Furthermore, the childminder regularly undertakes child protection training to help keep her knowledge up to date. The childminder supervises children suitably. She ensures she keeps the children safe in the environment. She carries out thorough risk assessments of her home and keeps it clean and well maintained.

## What does the setting need to do to improve?

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

- enhance how children's interest in stories and books is promoted to fully support their literacy skills
- strengthen the educational programme to deepen children's understanding of

different ways of life in modern Britain

- make the most of opportunities to help encourage children to do more for themselves, to increase their independence skills even further.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 312727                                                                            |
| <b>Local authority</b>                             | Redcar and Cleveland                                                              |
| <b>Inspection number</b>                           | 10225930                                                                          |
| <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 10                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 9                                                                                 |
| <b>Date of previous inspection</b>                 | 20 September 2016                                                                 |

## Information about this early years setting

The childminder registered in 1993 and lives in Guisborough, Cleveland. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Claire Crumpton

### 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 provider and has taken that into account in her evaluation of the provider.
- The childminder showed the inspector the premises and discussed how she ensures it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on 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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