

Childminder report

Inspection date:

14 September 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children enjoy their time with the warm, caring childminder. They move freely and confidently around the areas of her home used for childminding. Children demonstrate that they feel happy safe and secure in the childminder's care. They spontaneously seek out the childminder and her co-childminder for cuddles. Furthermore, children encourage the childminder to play with them. They excitedly make the childminder pretend blueberry and vanilla ice cream. This helps to develop children's imagination skills.

Children receive support from the childminder where needed. However, they generally manage these self-care needs with little help. For example, young children independently wipe their nose and wash their hands. Children enjoy exploring coloured blocks. They count and compare the blocks as they build. The childminder supports children to recognise the positions and shapes of the blocks as they build. For example, they identify which blocks are 'on top' and 'underneath'. This helps to develop their mathematical skills.

The childminder and her co-childminder have high expectations for children's behaviour. Children are kind, caring and considerate towards each other. Their behaviour is very good. Children show respect for one another as they share toys and resources with their friends. Children benefit from regular outings to various groups. This helps to develop their social skills and confidence.

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

- Children's communication skills develop well. The childminder interacts with children appropriately to promote conversations. She repeats words clearly to children so that they hear the correct pronunciation. Furthermore, the childminder introduces words such as 'articulated' and 'sundae' as children play. This helps to develop children's speaking and listening skills.
- The childminder and her co-childminder offer children a curriculum that is exciting and interesting and builds on their interests. She gathers detailed information when children first start at her setting and uses this to plan for their next steps in learning. The childminder can talk about what children can do, what she wants them to learn and how she will ensure that they do this. Overall, teaching is good. However, the childminder does not consistently support and extend some aspects of children's learning during planned activities.
- Children demonstrate their positive attitudes to learning through high levels of curiosity and concentration. For example, young children investigate the garden. Babies pull themselves to stand and enjoy making marks with paint. Older children play in the mud kitchen and investigate a variety of shaped wooden paddles. Children consistently behave well and use good manners without being

prompted. The childminder offers praise and encouragement, which helps to build children's confidence and self-esteem.

- Children have daily opportunities to be physically active and enjoy fresh air. For example, they enjoy playing in the garden and visits to nearby parks. The childminder provides healthy home-cooked food and nutritious snacks, which children enjoy. This helps children to develop an understanding of healthy lifestyles.
- The childminder has good links with parents. She involves them effectively in their children's learning. For example, she regularly shares photos of their children playing and keep parents informed about their children's day. In addition, the childminder provides ideas and suggestions about how parents can support their children's learning at home. Parents are happy with the service which the childminder offers. They comment how their children have excellent relationships with the childminder and her co-childminder.
- The childminder has developed systems to share 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 and learning.
- The childminder is eager to improve her own professional development. She regularly reflects on the service that she provides and makes changes to meet the needs of the individual children in her care. The childminder meets with her co-childminder to identify key areas for development.
- Children show good independence in managing their self-help skills. For example, young children put on their coats and wellies and feed themselves well. This helps to prepare them well for the next stage in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of safeguarding procedures. The childminder and her 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 whom to contact if an allegation is made against her or a member of her household. She regularly updates her safeguarding knowledge and keeps abreast of new safeguarding procedures. The childminder has a clear understanding of a range of safeguarding issues, such as female genital mutilation and preventing children's exposure to extreme views. She carries out regular risk assessments to ensure that the premises are safe and secure.

What does the setting need to do to improve?

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

- develop the already good interactions with children further during planned activities to ensure that greater challenge is provided.

Setting details

Unique reference number	EY398513
Local authority	Stockton-on-Tees
Inspection number	10229555
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	0 to 10
Total number of places	6
Number of children on roll	15
Date of previous inspection	2 November 2016

Information about this early years setting

The childminder registered in 2009 and lives in Ingleby Barwick. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She works with a co-childminder. 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 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 she ensures that they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed an activity and evaluated this with the childminder.
- Parents shared their views of the setting with the inspector through written feedback.

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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