

# Childminder report

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Inspection date:

28 September 2022

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

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Previous  
inspection

Good

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

### This provision meets requirements

Children are very happy in the childminder's care. They show this as they play with play dough, making faces and pizzas. Parents comment that their children love attending and they are very happy with the care their children receive. They say the childminder is very flexible and manages children's behaviour well. Parents of children with special educational needs and/or disabilities (SEND) value the support the childminder gives their children and them. The childminder goes out of her way to provide continuity of care when children go to different schools. Children have good relationships with each other. They greet their friends enthusiastically when they come out of school. Younger children listen to older children as they look at books about their body, and talk about the different body parts.

Children learn how to keep themselves safe. For example, younger children know that they must wait next to the childminder, while they wait for older children to come out of school. Older children know that they must stay close to the childminder, when returning to the car. The childminder generally has high expectations of children's behaviour. For example, in the car, she reminds older children to include younger children and show them the book.

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

- The childminder's home is well maintained. She has thought carefully about how she can keep children safe. For example, she disinfects the garden daily and has recently replaced the garden fence to reduce the risk of accidents with this.
- The childminder has thought carefully about how she can help children to get the most out of their time with her. For example, she plans activities to help younger children talk about themselves and understand how they are different. Children concentrate well as they talk about their faces. Older children thoroughly enjoy extending this as they use cutters to make teeth.
- Children behave well overall. They understand the childminder's rules and expectations. They respond quickly when the childminder reminds them of her expectations. For example, children quickly alter their voices when she reminds them to use 'indoor voices'. However, occasionally the childminder does not respond quickly enough when older children start to talk more loudly. This causes some younger children to copy, making others become quieter.
- The childminder listens and extends children's communication and language well, overall. Children enjoy talking about their day in school. The childminder expands the conversation effectively. For example, when children talk about primary and secondary colours, the childminder talks to them about how they mix colours. Younger children listen and talk confidently about how they can mix blue and yellow to make green.

- The childminder helps children to understand how they can keep themselves safe online. For example, they know that they must use electronic devices under the childminder's supervision. She gives clear messages to parents regarding online safety.
- The childminder is committed to keeping her knowledge and skills up to date. For example, she has identified that she wants to do further training to support children with SEND even more effectively.
- The childminder has a good relationship with parents. She finds out what children are interested in at home. Sometimes, children bring in their favourite toys to develop their interests further. The childminder shares what children have been doing, to ensure that parents are fully informed.
- The childminder works well with the local school. She finds out what children are doing and how she can support them further in her home. For example, she plans activities to build on what young children are doing in school about differences. School pass on information to the childminder to ensure the childminder is informed of any upcoming events.
- The childminder encourages children to develop their independence. They select resources that they want to use to extend their play further. However, some resources are not easily accessible. For example, when children help themselves to play dough cutters, they need to climb onto the bench seat behind the table. This impacts on some children's concentration.
- Children treat each other with respect. For example, young children ask to have the toys that other children are using. They wait patiently for a turn. Older children use resources and pass it on to others, so that they can have a turn. Children are polite and well mannered.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding. She ensures that she keeps her knowledge and skills up to date. The childminder talks confidently about the signs and symptoms that may indicate a child has been subjected to abuse. She knows who she would contact if she had concerns about children's welfare. The childminder ensures her home is clean and well maintained. She takes reasonable steps to ensure children are safe. For example, she locks the door to ensure unauthorised visitors are unable to enter the premises.

## Setting details

<b>Unique reference number</b>	EY373877
<b>Local authority</b>	Stockton-on-Tees
<b>Inspection number</b>	10229539
<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>	3 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	4 November 2016

## Information about this early years setting

The childminder registered in 2008 and lives in Stockton-on-Tees. She operates all year round from 7.30am to 9am, and from 3pm to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. The childminder occasionally works with an assistant.

## Information about this inspection

### Inspector

Elizabeth Fish

### 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 setting.
- The childminder showed the childminder around her home and explained how she organises her environment.
- The inspector observed children playing and learning and observed the impact of the childminder's interactions.
- The childminder showed the inspector a range of documentation, including those relating to suitability of herself and other members of her household.
- Parents provided feedback for the purpose of the inspection.
- The childminder evaluated an activity with the inspector.
- The inspector talked to the childminder and children at appropriate times during the inspection.

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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