

# Childminder report

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Inspection date:

28 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
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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 thoroughly enjoy their time at this home-from-home setting. They receive individual attention from the caring, nurturing childminder. Children develop a strong bond with her and demonstrate that they feel safe and secure in her care. Children show great pleasure as they hit an interactive toy and listen to the sound it makes. They explore a variety of musical instruments. Children shake rattles and enjoy pushing buttons on an electric guitar.

Children develop good physical skills. Babies learn to roll and sit up. Children lie on the floor and the childminder lies next to them, so that they can see each other. The childminder demonstrates how to tap a sensory water mat. Children mimic her actions and giggle as they move the animals inside the mat. They build towers with soft blocks and enjoy looking at board books. Children excitedly lift the flaps to see what is underneath. This helps to develop their large- and small-muscle skills.

Children's independence skills develop well. Babies begin to feed themselves finger foods and select their favourite resources. The childminder is consistent in her approach to managing children's behaviour. She is a good role model and has high expectations of children's behaviour.

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

- The childminder is skilled in promoting children's all-round learning. She uses her observations to assess what children can already do. The childminder focuses her planning on what children need to learn next. She provides a stimulating learning environment with lots of interesting activities for children to explore and investigate. This helps children to make good progress.
- There is good support for children with special educational needs and/or disabilities. The childminder works closely with parents to support children to catch up in their development. She confidently implements suggested strategies from other professionals to help children to make the best possible progress.
- The childminder is a good role model. She gives clear instructions and children understand what is expected from them. Children receive lots of praise and encouragement from the childminder, which helps to develop their confidence and boosts their self-esteem.
- Children benefit from daily fresh air as they go for walks in the local community. The childminder makes sure that she caters for children's individual dietary needs. She provides a varied range of healthy, nutritious meals and snacks. The childminder regularly talks to children and parents about the importance of eating healthily. This helps them to develop an understanding of healthy lifestyles.
- The childminder knows the children in her care very well. She quickly responds

to children's needs. For instance, when babies become hungry or tired, they are quickly provided with cuddles and reassurance. This helps to promote children's emotional well-being.

- The childminder attends mandatory training, such as first aid and safeguarding. She understands the importance of keeping her knowledge up to date, but has not yet established a targeted programme for her professional development.
- Parents are very happy with the service the childminder provides. They comment that the childminder keeps them well informed of their children's development. The childminder works in partnership with parents to extend and support their children's learning at home.
- Children's language skills are promoted through a variety of nursery rhymes and action songs. Babies giggle with delight as the childminder sings their favourite songs. They excitedly join in with the actions, moving their bodies to the rhythm and clapping their hands. The childminder provides a constant narrative as children play. This helps to develop children's communication skills.
- The childminder provides children with lots of opportunities to learn about themselves and others. For example, children play with resources and learn about different festivals. The childminder speaks to children about their similarities and differences. This helps children to learn how to respect and value each other.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities to keep children safe. She keeps her safeguarding knowledge up to date and is clear about the procedures to follow if she is concerned about a child in her care. The childminder understands the procedure to follow, should there be an allegation made against her or a family member. She is aware of safeguarding issues, including those relating to children being at risk of radicalisation and extremism. The childminder supervises children appropriately and carries out thorough risk assessments. This helps the childminder to provide a safe environment for children.

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

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

- engage in more professional development opportunities to help raise practice to an even higher level.

## Setting details

<b>Unique reference number</b>	EY484681
<b>Local authority</b>	Stockton-on-Tees
<b>Inspection number</b>	10229721
<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>	2 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	4 October 2016

## Information about this early years setting

The childminder registered in 2014 and lives in Yarm. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

## 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 provider and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector had a learning walk discussion together to discuss the childminder's intentions for children's learning.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector looked at available documentation, such as evidence of the childminder's suitability and her paediatric first-aid certificate.
- The inspector took account of parents' views through written feedback.
- The childminder and inspector evaluated a planned activity.

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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