

# Childminder report

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Inspection date: 3 October 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

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

### The provision is good

Children are happy and enjoy spending time in the care of this dedicated childminder. They are spoken to with kindness and respect. Children react well to the praise and encouragement they receive. This helps to promote their self-esteem and emotional well-being. Children generally behave well. When they occasionally struggle to regulate their behaviour, children respond positively to the childminder's gentle approach, as she explains to them how their actions have made others feel.

There is a lovely buzz of activity as children confidently explore the bright and airy playroom. They show considerable independence as they choose their play resources. They enthusiastically join in with the actions as they sing familiar songs. The childminder supports them to learn about colours as they mix their own paint. They concentrate as they carefully paint animals for a jungle display. Their control of the paintbrush is improved as the childminder shows them how they should hold it. This helps children to develop their small-muscle skills.

Children benefit from regular outings in the local community. They can mix with other children at local playgroups. The childminder's garden provides opportunities for children to develop their physical skills. For example, they enjoy the obstacle courses she sets up. They learn to take turns as they run, jump and throw balls.

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

- The childminder knows the children in her care very well. She makes accurate assessments of what children can do. This enables her to correctly identify their next steps in learning. She then carefully plans activities to support children to make progress. The childminder has detailed knowledge of the early years curriculum and of how to put learning in the best order for individual children. This means that children are gaining the skills they need to prepare them for their next stage of education.
- The childminder's skilful interactions with children, as they play, help them to learn. Children are encouraged to count accurately as they use blocks to build towers. Older children start to recognise the sounds letters make at the start of words as they hunt for animals in the playroom. Stories and rhymes are used effectively to engage children, including those who speak English as an additional language, and to promote a love of literacy.
- Considerable emphasis is placed on supporting children's speech and communication skills. The childminder introduces new vocabulary constantly as children play. She encourages children to pronounce words correctly. She uses a range of questions, giving children sufficient time to respond. Where children are not making as much progress with their speech as their peers, she uses different

strategies to provide additional support.

- Children are generally encouraged to develop the skills they need to become more independent. They wash and dry their hands before eating. At snack time, they peel and cut their fruit. They keep on going as they try to take the lids off yoghurts. However, children who are beginning to be toilet trained are not consistently supported to develop the skills they need. They are not reminded to use the potty, nor do they pull down their own trousers when their nappies are changed.
- Parents speak warmly of the care their children receive from the childminder. They receive regular updates about their children's care and development. They value the way she promotes children's health and well-being, such as encouraging healthy eating and good oral hygiene. Parents also say their children are well prepared for their next stages in learning. However, links with other settings children attend, such as school nurseries, are not sufficiently established. This does not fully support children's learning and progress.
- The childminder is a highly reflective practitioner. She identifies training opportunities to help develop her practice. For example, she is hoping to attend further training to support children with special educational needs and/or disabilities. She supervises children carefully to look out for any dangers, and she carries out regular checks to ensure her home and garden are safe.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder's knowledge and understanding of how to keep children safe is of a good standard. She regularly accesses training so that she is aware of local procedures. She can confidently explain signs that may indicate that a child is at risk of harm. This includes having an awareness of physical abuse, county lines and 'Prevent' duty. She knows how to report any concerns she has and of the records she should keep. If an allegation is made against her or a household member, she understands the steps she then needs to take.

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

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

- develop more effective links with other settings children attend, to share information about children's learning and progress
- adopt a more consistent approach to support children to develop the skills they need to use the toilet or potty.

## Setting details

<b>Unique reference number</b>	2532030
<b>Local authority</b>	Stockton-on-Tees
<b>Inspection number</b>	10214496
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	28 October 2021

## Information about this early years setting

The childminder registered in 2019 and lives in Ingleby Barwick, Stockton-on-Tees. She operates all year round, from 7am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jan Batchelor

### Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views of the service provided by the childminder 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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