

Childminder report

Inspection date: 7 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children establish extremely strong bonds and attachments with the childminder. They talk with affection about her wider family, including her assistant. They are happy and settled in the childminder's warm and welcoming home, as they arrive keen to and eager to play. The childminder skilfully and compassionately supports children to understand their feelings and emotions as they look at pictures of how they feel. Children clearly enjoy spending time with the childminder, and they excitedly involve her in their play. For example, they ask for her support when completing a colour-matching game. Children have a positive attitude towards learning and keep on trying when developing new skills. For example, children enjoy making marks, using a range of materials and resources. Younger children use different textures on cushions as they explore by using their fingers.

The childminder has high expectations for all children. She sets clear boundaries and gives children lots of praise and encouragement. This helps to build their confidence and self-esteem. Children behave extremely well as they play, and they are encouraged to share and take turns with resources.

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

- The childminder places great importance on supporting children's communication, language and speaking skills. Children enjoy singing songs, and they listen intently when the childminder reads stories with them. The childminder provides narration through activities. She sensitively corrects any incorrect pronunciation by encouraging children to repeat the letter sounds. However, at times, the childminder does not give children enough time to think and respond to questions.
- Resources in the home are organised effectively to ensure that children can make choices about their play and learning. This encourages them to explore, investigate and develop their own interests and ideas. The childminder encourages children to be independent and carry out small tasks for themselves. They eagerly help to tidy activities away ready for lunch. They smile proudly as the childminder praises their efforts, which promotes their self-esteem.
- The childminder thinks about her teaching and the impact this has on children's development. She evaluates the activities she provides. The childminder has completed a number of courses, through online training and webinars. This ensures that she is up to date with current thinking and initiatives. She shares any training with her assistant, and they evaluate the impact of any changes that they then put into place.
- The childminder has high expectations for children. She provides a variety of play experiences which support children's unique interests and abilities and motivate them to learn. The childminder recognises when children need more

support to help them to keep on trying, when learning is more difficult. This successfully encourages children to keep on going as they confidently master new skills. The childminder promotes diversity and inclusion with the children. For instance, they have opportunities throughout the year to learn about and to explore different cultural festivals.

- The childminder assesses children's development well, using this information to plan what they need to learn next. She confidently uses daily play and routines to support children in continuing to develop their knowledge and skills. The childminder monitors children's progress carefully. She quickly notes any weaker areas and offers support to ensure that no child falls behind in their learning.
- Partnerships with parents are very well established. The childminder ensures that parents are kept informed about every aspect of their children's care and education. She talks with parents when they collect their children at the end of the day. Parents are very positive about the care the childminder provides. They comment that they would recommend her to other parents looking for a childminder.
- Children have plenty of fresh air and physical exercise. For example, they have access to an exciting outdoor area where they use ride-on cars, climb and develop their large-muscle skills. The childminder supplements this with visits to local parks.

Safeguarding

The arrangements for safeguarding are effective.

The childminder gives a high priority to children's safety. She knows the possible indicators which suggest that a child could be at risk to abuse. She ensures that her assistant understands her role and responsibility. They have a good knowledge of the procedures to follow to keep children protected from harm. The childminder is alert to signs that a child might be at risk from extreme ideas or behaviours. She is aware of the relevant agencies to report her concerns, to keep children safe. She cleans and checks all parts of her home to reduce the risk of cross-infection and minimise hazards.

What does the setting need to do to improve?

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

- provide children with enough time to connect their ideas and think about how to respond to a question.

Setting details

Unique reference number	EY458888
Local authority	Hartlepool Borough
Inspection number	10229652
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 7
Total number of places	12
Number of children on roll	8
Date of previous inspection	18 November 2016

Information about this early years setting

The childminder registered in 2013 and lives in Hartlepool. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3 and works with an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Eileen Grimes

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 provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documents on request.
- Parents shared their views on the setting with the inspector.

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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