

Childminder report

Inspection date: 1 November 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 are warmly welcomed by the childminder and are confident and happy in her care. They enthusiastically approach her to get her attention and share their experiences. Children demonstrate curiosity as they readily engage in activities that are carefully linked to their interests. For example, they concentrate well as they match colours, identify shapes and trace their names. This helps children to develop mathematical skills as well as early writing.

Children make choices regarding what they want to play with. They listen with intent and follow instructions. For example, in preparation for going outside, they quickly get their shoes and put them on independently. Children have fun, enjoying creative and imaginative activities, and demonstrate high levels of confidence. For example, they engage with the visitor as they create their artwork, showing what they are using and sharing their achievements.

Children play independently. They think about what they are doing and learn to problem-solve. For instance, as they build the train track, they work out whether to use the curved or straight pieces to make the track join up. Children's behaviour is very good, as they understand the childminder's expectations.

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

- The childminder has clear settling-in procedures in place. She works with parents during the first sessions and gathers information to help her identify children's starting points. This allows her to plan activities that will interest and engage children during the transition period, helping them to develop a sense of belonging. The childminder helps children to make good progress in readiness for the next stages in their education and their eventual move on to school.
- The childminder encourages children to develop good communication and language skills. She plays alongside children, describing what they are doing and naming objects. She uses lots of repetition and rewording to help reinforce the correct pronunciation. The childminder recognises when children need support with communication and language. She works with parents to make sure that children receive this so they can make good progress in their learning.
- Children use various writing tools and enjoy making marks on paper. The childminder models how to write the children's names, sounding out the letters as she writes. This builds on children's understanding that symbols have meaning and demonstrates a purpose for writing. However, children are not given enough opportunities to access books independently to help develop their interest in literature and encourage a love of reading.
- Children attend confidently to their personal needs, such as tidying up to get ready for lunchtime, feeding themselves and putting on their shoes. The

childminder also teaches children about oral hygiene as they brush their teeth daily and learn about how to look after their teeth. However, the childminder does not consistently encourage them to wash their hands or help children to understand how this contributes to their good health.

- The childminder teaches the children about safety, and they know what is expected of them. For example, she teaches the children to be kind to animals, involving them in the care of the family pets. They collect eggs that the hens have laid, brush the cat, and feed the rabbits. This helps children to develop empathy and a sense of responsibility.
- The childminder has attended mandatory training to keep her knowledge of safeguarding and paediatric first aid up to date. She is keen to extend her knowledge and skills further. For example, she will soon commence a level 4 childcare training course, which she feels will enhance her professional development and further improve the quality of her teaching.
- Relationships with parents are good. Parents speak highly of the childminder's warm and welcoming service. They feel informed about their children's progress, and they receive information about activities and events that are taking place.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her responsibilities to safeguard children and protect their welfare. She has a sound knowledge of the possible signs and indicators which may suggest a child is at risk of abuse or neglect. The childminder is familiar with the appropriate procedures to follow should she have a concern regarding a child in her care. This helps to ensure that children's well-being is protected. The childminder is aware of what action to take if an allegation is made against herself or a household member. She talks to children about keeping themselves safe as they play, and how to leave the premises quickly in an emergency.

What does the setting need to do to improve?

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

- enrich opportunities for children to access a range of books to help promote a love of books and early reading skills
- help children understand the importance of good hygiene practice and how this contributes to their good health.

Setting details

Unique reference number	EY423964
Local authority	Stockton-on-Tees
Inspection number	10260557
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	2 to 13
Total number of places	6
Number of children on roll	21
Date of previous inspection	9 November 2017

Information about this early years setting

The childminder registered in 2011 and lives in Stockton-on-Tees, Cleveland. She operates all year round, from 6am to 8pm, Monday to Sunday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Janet Fairhurst

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 inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke with the parents during the inspection and took account of their views.

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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