

Childminder report

Inspection date: 8 November 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder shows a genuine love for her role and a deep commitment to doing her very best to support children. Children thrive in her warm and gentle care. They demonstrate a very strong sense of belonging and are completely at ease.

Children benefit from a wide range of activities that appeal to their current interests and stimulate their curiosity to learn even more about new things. For example, they concentrate intently while playing with items, such as leaves and conkers that they find on an autumn walk. They are keen to return to activities to explore even more. The childminder further supports their learning by introducing simple mathematical language and ideas into their play. Children learn to say number names and learn about the concepts of 'bigger' and 'smaller'.

The childminder has high expectations for all children and closely monitors their development. She noted some areas of learning where children did not achieve so well as a result of the COVID-19 pandemic. She amended her curriculum to address their emerging learning needs even more precisely. Children have made rapid progress and caught up in their learning. They are achieving at least the typical levels of development expected for their age.

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

- The childminder supports children's developing language skills well. For example, when reading to them, she adjusts her language to make it simple for younger children to understand. She encourages children to find and name familiar animals in the books they share. Children are able to clearly hear and learn new words, quickly developing their vocabulary and understanding.
- Children benefit from good challenge in the curriculum. For example, the childminder provides a range of tools, such as spoons, scoops and tweezers, that encourage children to use their hand muscles in different ways. This supports their physical development well.
- Activities are well paced. The childminder gives children plenty of time to play and explore. They get very involved in their learning, working out new ways to do things and repeating new skills they have learned. For example, toddlers spend a long time filling and emptying containers with pine cones. This helps children to learn more and remember more.
- Parents talk about the childminder's 'friendly nature and bubbly personality' and they appreciate the 'attention and love' she gives their children. They are very happy with the progress their children make. However, the childminder does not always gather enough information from parents, to inform her assessments of children's progress and help her to plan even more precisely for their future

learning.

- The childminder helps children to be independent. For example, she supports them to take care of their belongings by providing each child with a box where they can keep things that are important to them. They learn to put on their own coats and shoes and use the bathroom by themselves. This helps to prepare them for later life and for school.
- Children take part in activities linked to a theme of 'All about Me'. The childminder provides opportunities for children to recognise what makes them unique and to understand about other people in their community and beyond. This is an example that reflects the highly inclusive environment, where all children are valued as individuals. Children have high levels of self-esteem. They are proud of who they are and what they can do.
- The childminder is keen to continue with professional development to help her to improve her provision. She attends relevant training and shares ideas with other childminders. However, she has not considered more effective ways to evaluate her own knowledge and provision to identify more precise aims for ongoing development.
- Routines are flexible and flow with the individual needs of children. The childminder is alert to their cues, for example, recognising when children are tired. Children's care needs are met precisely. This helps to support their overall well-being and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has clear procedures to follow if she has a concern about a child's welfare. She keeps her knowledge of safeguarding legislation and guidance up to date, for example, by accessing relevant courses and researching information online. This contributes to her good knowledge of how to identify children who may be at risk from harm or abuse. She knows what to do if an allegation were made against herself or other adults on the premises. Children are supervised well at all times. For example, the childminder uses a monitor to listen to sleeping children and checks on them frequently.

What does the setting need to do to improve?

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

- gather more information about children's learning and development at home
- make better use of evaluation to identify more precise ways to build on professional knowledge and skills, and strengthen outcomes for children even further.

Setting details

Unique reference number	2585650
Local authority	Hartlepool Borough
Inspection number	10251120
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	1 to 5
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She works from the home of another registered childminder in Hartlepool. Opening hours are 7.30am to 4.30pm, Monday to Thursday. The childminder closes for family holidays and bank holidays. The childminder receives funding to provide early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Clare Wilkins

Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic and has taken that into account in her evaluation of the setting.
- The childminder showed the inspector around the spaces used for childcare. She talked about how she organises her provision and about her plans for children's learning.
- The inspector observed the childminder's teaching and assessed its impact on children's learning.
- The childminder and inspector evaluated an activity carried out with children.
- The inspector and childminder discussed leadership and management matters. The childminder provided a range of documents for inspection, including evidence of suitability checks on adults and children's information records.
- The inspector spoke to children at appropriate times during the inspection. She took account of the views of parents from written feedback provided.

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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