

Childminder report

Inspection date:

16 November 2022

Overall effectiveness	Good
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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 flourish in the childminder's stimulating and well-resourced environment. They show high levels of confidence in their own abilities. Children delight in designing their own play, sharing their ideas with other children. For example, children decide to have a birthday party. They eagerly collect the resources that they need, using their imaginations to pretend that the chopsticks are candles. Children clap with pleasure as they sing happy birthday and pretend to blow the candles out.

Very young children relish being in the company of others. They sit together in a group, taking turns at making noises. Children giggle with delight at the sounds that they are making. Toddlers join in games and learn to follow instructions. They bounce up and down as they shake musical instruments, clapping their hands with pleasure as the childminder shouts 'stop' and 'shake'.

Children of all ages show a can-do attitude to their learning and a determination to succeed. For example, the childminder blows bubbles. Children excitedly jump up high and bend down to try and burst the bubbles. They confidently move around the environment, enthusiastically chasing bubbles.

Children behave very well. Older children happily welcome younger children into their play. They ensure that everyone has sufficient space and can reach the resources. The childminder patiently explains to younger children about sharing and turn-taking.

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

- The childminder is exceptionally caring and nurturing. She cuddles young children into her, using comforting and soothing words as they fall asleep. When older children become tired, the childminder makes sure that they are warmly covered and comfortable as they rest. This helps children to feel safe and secure.
- The childminder gets down to children's level, speaks slowly and clearly and gives children time to respond. She enhances children's vocabulary by bringing new words into their play and linking words to movements. For example, when making dough, the childminder shows children how to push the dough to 'knead it'.
- Children with special educational needs and/or disabilities are especially well supported. For example, the childminder works in partnership with parents and other agencies involved in children's lives. She ensures that she undertakes any relevant training required to enable her to meet children's individual needs.
- The childminder constantly reflects on her practice to make sure that she

provides the best opportunities possible for the children in her care. For example, the childminder is undertaking higher-level qualifications to further enhance her professional skills and knowledge.

- The childminder helps children to prepare for the next phase of their development and their move on to school. For example, she encourages children's independence skills as they learn how to fasten their coats and put on their own shoes.
- Parents are exceptionally complimentary of the service which the childminder provides. They specifically comment on the significant progress that their children have made in the childminder's care. Parents appreciate the wide variety of places that the childminder takes children to outside of the local environment.
- The childminder meets with other childminders to share ideas and improve practice. Children benefit from the opportunities these meetings offer to build relationships with other children and adults. This helps children to build their confidence in a wide variety of social situations.
- The childminder encourages children to develop their self-care skills. Children know to wash their hands before eating. They talk about 'washing the germs away' to keep themselves healthy. The childminder encourages children to butter their own crackers.
- The childminder brings mathematical language into children's play. She talks about scoops being 'full' and 'empty'. The childminder shows children how to divide dough, handing children individual pieces. However, the childminder does not consistently bring numbers and counting into children's learning.
- Children show excellent concentration skills relative to their ages. They spend long periods at activities of their own choosing and activities led by the childminder. However, the childminder does not consistently use the opportunities that arise through play and routines to encourage children to further develop their thinking skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her responsibilities to protect children. She knows the procedures to follow if she has concerns about children's welfare, including protecting children from extremist views. The childminder ensures that the premises are secure at all times. She identifies and minimises any potential hazards to children's safety. The childminder teaches children to keep themselves safe. For example, older children discuss what they would do should a fire occur. They talk about having to leave the house quickly through the front door or go into the garden.

What does the setting need to do to improve?

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

- make better use of opportunities for children to develop their understanding of numbers and counting
- strengthen the already good teaching further by consistently asking children questions that encourage their thinking skills.

Setting details

Unique reference number	EY489715
Local authority	Hartlepool Borough
Inspection number	10229739
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 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	15 February 2017

Information about this early years setting

The childminder registered in 2015 and lives in Hartlepool. She operates all year round, from 7.30am to 5.30pm, except for family holidays. The childminder also offers overnight care. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Denise Charge

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.
- A joint observation of an activity was carried out with the childminder.
- The inspector observed activities during the inspection and assessed the impact of these on children's learning and development.
- The inspector spoke to the childminder and children during the inspection.
- The written views and opinions of parents were taken into account during the inspection.

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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