

Childminder report

Inspection date:

6 December 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 are very settled in the care of this kind and affectionate childminder. Relationships among children and with the childminder are positive and respectful. Children continually show that they feel happy, safe and secure. For example, babies happily seek out the childminder's lap for cuddles. They take the inspector's hand and, kindly and sensitively, pass them their favourite toy phone. The childminder is a positive role model. She has high expectations and children's behaviour is excellent.

The childminder provides children with an educational programme which follows their interests and builds on what they already know and can do. The well-organised environment allows the children to confidently access the learning that has been set out for them. There is a good selection of resources and children excitedly ask for their favourites. For example, they enjoy building large towers with the chunky bricks, and mimic the sounds, as they play with the farm animals. The childminder attentively joins in with children's play and encourages them to keep on trying. For example, children attempt to dress a baby doll. The childminder explains the process and uses words of encouragement. Children develop their independence. For example, babies learn to feed themselves. This means that children are supported to independently develop their self-care skills.

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

- Children learn through a balance of adult-led and child-initiated learning experiences. For example, they have fun as they use finger paints to decorate their own Christmas cards and chat about the different colours.
- The childminder engages children in regular conversations. She talks to children when they play and through the daily routines. Babies happily babble, communicating their needs. Children enjoy singing lots of their favourite songs and joining in with the actions. However, she does not always make the most of all opportunities to extend children's vocabulary, to help to increase their language skills.
- The childminder uses assessment effectively to identify children's starting points and what they need to learn next. For example, she is proactive in completing the progress check for children at age two. She is responsive to any developmental concerns and works with parents to obtain additional support for children, when needed. This ensures that all children make progress.
- Children have access to electronic resources. They learn about 'cause and effect' and simple technology. For example, children enjoy listening to songs as they press buttons on a range of interactive cuddly toys.
- The childminder supports children's mathematical understanding as they play and explore. Young children enjoy stacking blocks to build a tower. The

childminder counts with children as they add each block. Children show pride and delight when they join in and count up to five.

- Children enjoy fresh air and exercise every day. They develop their large-muscle skills when they visit the park or go out for walks. The childminder is aware that children did not socialise widely during the COVID-19 pandemic. She, therefore, provides children with lots of opportunities to explore their local area. This supports their self-confidence and social skills.
- The childminder encourages children to make healthy choices at snack time and to try new fruits, such as kiwi. Children also have continuous access to drinking water. This supports them to lead a healthy lifestyle.
- Parents are positive about the service that the childminder provides. They comment that their children 'love attending' and that they appreciate the childminder's 'flexibility'. The childminder provides information and support to help them continue their children's learning and development at home.
- The childminder shows commitment and great enjoyment in her role. She attends mandatory training to update her knowledge on paediatric first aid and safeguarding. However, the childminder has not yet developed a programme of professional development, to help raise the quality of education to the highest level.
- The childminder seeks the views of parents and children to help her identify areas for improvement and to enhance her already good practice. She has established good links with other professionals and the local school and finds out how to best prepare children for their eventual move to school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her role in relation to keeping children safe. She regularly updates her knowledge by accessing training. The childminder can describe the signs that might indicate a child is at risk of harm. This includes aspects of safeguarding, such as female genital mutilation and radicalisation. The childminder understands the process to follow, should there be an allegation made about someone that lives in the household. She is alert in her supervision of children, and makes sure her home is safe and secure. The childminder keeps detailed records when accidents occur and makes parents aware of any incidents. She practises regular fire safety procedures.

What does the setting need to do to improve?

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

- enhance teaching to promote valuable opportunities, to extend children's vocabulary skills
- explore training opportunities to help raise the quality of learning and

development even further.

Setting details

Unique reference number	EY487998
Local authority	Stockton-on-Tees
Inspection number	10263739
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	10 May 2017

Information about this early years setting

The childminder registered in 2015 and lives in Ingleby Barwick, Stockton-on-Tees. She operates her provision all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Claire Crumpton

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 provider 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 and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their educational programme.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting 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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