

Childminder report

Inspection date:

8 December 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Outstanding

Summary of key findings

This provision meets requirements

- The childminder describes how she creates a safe, warm, welcoming and homely environment, where children can thrive. She explains how she puts emphasis on making sure children feel happy, valued and secure.
- The childminder discusses how she organises the setting to support children's individual needs. She explains how children will be able to move freely around her home and choose where to play from the wide selection of well-planned activities on offer.
- During the COVID-19 pandemic, the childminder recognised the importance of maintaining relationships with families to ensure their well-being. She explains how she will give children time to settle again on their return and socialise with other children, and the importance of reassuring parents of their anxieties.
- The childminder explains how she will focus on developing children's emotional resilience and help them to understand their feelings and emotions. She relays that children will be treated with high levels of respect and learn how to be part of a family unit. She will encourage children to express their emotions and will sensitively supports any upsets.
- The childminder explains how she gets to know children and their families very well from the start. She will tailor settling-in visits to meet children's individual needs. The childminder learns about children's routines, background information, interests and their likes and dislikes before parents leave them in her care. She explains how she will use this information to plan for and enhance children's experiences, so that they learn and develop quickly.
- The childminder describes how she will limit use of the internet and the television while children are in her care. She understands potential risks and will help children to understand and manage this. For example, by discussing how to stay safe on the internet.
- The childminder's safeguarding knowledge is strong. She accesses a range of safeguarding and child protection training to keep her knowledge up to date. She understands her role in tackling extreme views and beliefs, and recognising when a child is at risk of female genital mutilation. She knows what to do and who to contact if she has concerns about a child or if there is an allegation made against an adult.
- The childminder is extremely passionate about promoting equality and diversity and preparing children for life in modern Britain. She describes how she will ensure all children have equal opportunities to access activities. The childminder explains how she will challenge any gender or stereotypical behaviours and embrace children as unique individuals.
- The childminder discusses how she will maintain excellent communication with parents. She recognises how this will impact on children and their progress.
- The childminder describes how she will work collaboratively with other providers to share information about children's development. She talks about how she will adapt her provision, so that children make exceptional progress in their learning.
- The childminder understands how to promote positive behaviour with children.

She describes how she will have high expectations for children's behaviour. The childminder discusses how, from a young age, she will teach children about the rules and values of the setting. She explains how she will help children to learn how to share with their friends and take turns.

- The childminder is extremely passionate about the care and education she offers. She describes how she will provide children with experiences that will help them become self-motivated learners, and develop independence, confidence, resilience and respect.

There were no children in the early years age range present when this inspection took place. The findings in this report are based on evidence gathered from discussions with those who care for the children and an inspection of the premises, equipment and relevant documentation. Where there are no early years children present, no judgement is made on the quality of the early years provision as there is no reliable evidence on which to assess its impact on children. The report states whether the provider continues to meet the requirements of registration.

Setting details

Unique reference number	501637
Local authority	Stockton-on-Tees
Inspection number	10263722
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	6 to 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	10 May 2017

Information about this early years setting

The childminder registered in 2001 and lives in Yarm, Cleveland. She operates all year round, from 8am to 6pm, Monday to Friday, with the exception of bank holidays and family holidays.

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder would organise their early years provision, including the aims and rationale for their curriculum.
- Parents shared their written 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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