

# Childminder report

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Inspection date: 13 December 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 have fun and do very well in this welcoming, home-from-home setting. They feel safe and secure in the childminder's care. Children happily join in the exciting and interesting activities the childminder has planned. They engage for long periods of time, building their 'town' with blocks. Children take pride in their achievements and benefit from the praise and encouragement the childminder provides.

Children independently select what they want to play with from a good selection of resources. The childminder encourages them to share and take turns when they play. Children understand what is expected of them, behave well and are developing good social skills and independence. They have many opportunities for making marks. The childminder encourages children to explore different materials to create marks. Children learn to grip a pen effectively, to make lines and shapes from an early age.

Children are confident and show positive attitudes towards their play and learning. For example, they tell the inspector, 'We are making pumpkins cards today'. Children enjoy imaginative play and invite the childminder to join them. They talk about how some foods are healthy and make the childminder a 'broccoli pizza'. The childminder introduces new words such as 'lemon' and 'avocado'. This helps to develop children's speaking and listening skills.

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

- Children are beginning to learn the childminder's high behaviour expectations. The childminder provides gentle reminders about behaviour, when necessary. For example, they respond quickly when she reminds them to share resources. Children behave well and they understand the difference between right and wrong.
- The childminder provides a language-rich environment. She uses eye contact with children and speaks clearly. The childminder uses a range of strategies to help children develop their vocabulary, speech and understanding. She repeats words back to children so that they hear the correct pronunciation. Furthermore, the childminder asks age-appropriate questions, and waits for children to respond. As a result, children's language is developing well.
- The childminder supports children's health and well-being. She prepares healthy snacks and encourages parents to provide healthy packed lunches. Children have fresh air and exercise each day. For instance, they enjoy walking to school and in the local community. This helps children to develop an understanding of healthy lifestyles.
- Children's independence skills are developing well. Children wash their hands,

wipe their nose, and put on their coats and shoes with very little support. They tidy away resources and help to prepare snack. This helps to develop children's independence and self-care skills.

- The childminder knows the children well and provides a welcoming environment where children do very well. She gathers starting points from parents and uses information from home and children's interests to plan activities. However, during some activities, the childminder does not consistently build on the skills children need to learn next, to raise their achievements to an even higher level.
- Parents are very happy with the childminder's provision. They say their children show good progress after attending. Parents feel involved in their children's learning, and carry out some of the activities the childminder shares with them. Parents comment that the childminder is 'very approachable' and 'amazing'.
- The childminder reflects on her practice to identify areas to improve children's learning. She uses professional development to help her to further improve her good teaching. For example, the childminder uses strategies from a communication and language webinar, to further develop children's language skills. Furthermore, she uses reading and independent research to keep her knowledge and skills up to date.
- The childminder shares information with other professionals, such as staff in nurseries and schools. This helps to support continuity of children's care, learning and development.
- Children benefit from many opportunities to develop their physical skills. The childminder takes them to soft-play centres and local parks, and they play in her well-resourced garden. This helps to develop their coordination, balance and core strength. Children have many opportunities to develop their small-muscle skills. They build with small construction blocks, make marks with pencils, and use tongs to pick up small dinosaurs. This helps to develop the skills needed for early writing.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her safeguarding responsibilities. She knows the procedures to follow, should she have any concerns about children or if there is an allegation made against her or a family member. The childminder has a secure knowledge of the signs that may indicate a child is at risk of harm. She is aware of issues that may compromise children's welfare, such as radicalisation and county lines. The childminder supervises children well. She regularly assesses safety in her home and reduces any risks. The childminder completes regular training to keep her knowledge up to date.

## What does the setting need to do to improve?

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

- strengthen the links between children's next steps in learning and teaching, to help children to make more rapid progress.

## Setting details

<b>Unique reference number</b>	EY396356
<b>Local authority</b>	Stockton-on-Tees
<b>Inspection number</b>	10229551
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	12 January 2017

## Information about this early years setting

The childminder registered in 2009 and lives in Stockton-on-Tees. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. She provides funded early years education for three- and four-year-old children.

## Information about this inspection

### Inspector

Julie Campbell

### 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 childminder and the inspector discussed how the childminder organises their early years provision, including the rationale for their curriculum.
- The childminder spoke to the inspector about children's learning and development.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views through written feedback.
- The childminder and the inspector carried out a joint observation.

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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