

# Childminder report

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Inspection date: 16 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 are settled and happy in this home-from-home setting. They benefit from strong attachments with the childminder. Children's positive interactions with the childminder and their confidence to explore the environment demonstrate that they feel safe and secure. The childminder has a clear vision of what she wants children to learn. She creates a play environment to promote children's curiosity. For example, children delight in exploring the 'ice rink' that the childminder has made for them by making a block of ice in a large tray. They excitedly exclaim that 'it is melting' as they slide their small-world figures around the 'rink'.

Children display positive attitudes towards their learning. The childminder asks children what they would like to do next. This helps children to develop their confidence and self-esteem, as they learn that their views are valued. The childminder is a good role model and has high expectations for children's behaviour. Children behave very well. The childminder encourages children to do things for themselves. For example, children help her to tidy up what they have been playing with before moving on to something else. Children are kind and helpful. They develop the skills and knowledge to prepare them well for later learning, including school.

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

- The childminder provides children with a good range of books. Children are encouraged to interact with stories. They eagerly engage, using puppets from familiar stories, such as 'The Gruffalo'. Children delight as they set out a picnic tea for the characters to attend. The childminder asks children to recall a story and the characters within it. Children develop their memory and recall skills. This helps to foster children's love of reading.
- Overall, the childminder provides children with a good range of learning opportunities based on their interests. However, during some adult-led activities, she moves children on too quickly, which does not develop children's enjoyment even further. For example, during an activity using magnets, the childminder did not fully explain what a magnet was or how it worked. Consequently, children lose interest and their learning is not extended.
- The childminder collects information from parents and uses her own observations to determine children's stages of development and next steps in learning. However, she sometimes misses opportunities to extend children's learning during their spontaneous play. For example, some mathematical activities are too easy and lack challenge for children.
- Parents write that they feel well informed about their children's development. They say they are 'grateful for everything' the childminder does. The childminder gathers information about children from their parents during the settling-in

process. She provides them with information about how their children can be supported at home. This provides a consistent approach to children's learning and development.

- The childminder has strong relationships with other settings that children attend. She shares information about children's development with staff. This provides continuity in children's learning.
- Children learn about the world around them. The childminder takes them on trips in the local community, including to shops and parks. The childminder encourages children to notice the environment. For example, children recall the frosty spiders' webs on their recent walk.
- Children learn about what makes them unique. The childminder teaches children to be respectful of each other's differences. For example, children access a range of high-quality toys and resources that celebrate diversity. The childminder actively encourages children to ask questions, and she answers them skilfully in a way that meets children's developmental needs.
- Children know how to stay healthy. For example, they tell visitors they must wash their hands, and talk about how the germs can make them sick. The childminder is vigilant in reminding children to sneeze into their elbows and to put their hands over their mouths when coughing.
- The childminder ensures that her professional development is kept up to date, including safeguarding and first aid. She has continued her professional development with some online training, such as short online courses about the early years curriculum.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the signs and symptoms that may suggest a child is at risk of harm. She follows clear procedures to ensure that all adults living in the premises are suitable to be around children. The childminder understands the local referral procedure to follow if there are concerns about children's welfare. She accesses regular safeguarding training, including about radicalisation. The premises are safe and secure. Since the COVID-19 pandemic, parents drop off and collect children at the door. The childminder has maintained these measures to help ensure children's continued safety during handovers.

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

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

- focus more precisely on children's interests during adult-led activities in order to extend children's enjoyment and learning
- take account of children's next steps in learning more effectively when providing activities, so that children are always challenged to make the best possible

progress.

## Setting details

<b>Unique reference number</b>	EY490064
<b>Local authority</b>	Stockton-on-Tees
<b>Inspection number</b>	10263793
<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>	3 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	11 May 2017

## Information about this early years setting

The childminder registered in 2015 and lives in Yarm. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded 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 childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how she organises her early years provision, including her aims and rationale for the curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- 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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