

# Childminder report

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Inspection date: 23 February 2023

<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	Outstanding
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## What is it like to attend this early years setting?

### The provision is good

Children settle well into the setting's homely environment. They are happy and demonstrate a sense of belonging. The childminder gives children gentle reinforcement that helps them to cooperate and respond well to the rules and boundaries in place. Children show confidence in their interactions and share their likes and dislikes. For example, they explain that they enjoy going to the park to climb and explore. Children are given choices, and their opinions are valued and respected. This has a positive impact on their sense of self and their well-being.

Children display positive attitudes as they persevere when faced with challenges. For example, the childminder provides verbal guidance to children struggling to thread various shapes and beads onto a lace. This motivates children to persevere and master the skill. The childminder talks to children during their play, extending their sentences and introducing new vocabulary to build their language and communication skills. Children constantly speak to the childminder, who sensitively repeats words back emphasising the correct pronunciation. This reinforces children's vocabulary development.

Children play in the garden and enjoy regular trips. This provides the opportunity for children to develop their physical skills. Children develop their gross-motor skills and coordination, such as they push themselves along on ride-on toys and negotiate various obstacles. Younger children are encouraged to walk on journeys to school to develop their stamina.

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

- The childminder plans a balanced curriculum that focuses on developing children's communication, social and physical skills. She monitors children's learning to ensure that they make good progress, working with parents to close any gaps in their children's development.
- The childminder reflects on her own practice. She continuously looks for ways to improve her environment and experiences for children. The childminder has recently completed training courses that have improved her practice. As a result, children benefit from new experiences that support them in their learning.
- Children develop good levels of independence. The childminder encourages them to complete everyday tasks for themselves. For instance, children self-register when they arrive and get dressed by themselves to go outside. This gives them useful skills that contribute to their school readiness.
- The childminder provides opportunities for children to learn about oral health. For example, she plans activities and resources that encourage children to learn how to brush their teeth. She provides children with healthy snacks and drinks. Children wash their hands prior to eating snacks and meals to promote good

hygiene routines.

- Partnerships with parents are a real strength of the childminder. From the very beginning, the childminder establishes professional relationships with them based on openness, transparency and honesty. The childminder ensures that parents are kept informed about every aspect of their child's care and education. She offers suggestions and ideas to support parents to extend their children's learning at home.
- Parents are extremely complimentary about the service which the childminder provides. They comment that they are kept very well informed and the childminder offers them support and advice, when needed. Parents say that their children make very good progress, because the childminder provides a wealth of activities that interest them.
- Children have a range of opportunities to practise and investigate with mark making. Older children complete complex colour-by-number activities. However, occasionally opportunities for younger children to express their own creativity and ideas are not always maximised. For example, the childminder provides printed pictures for them to complete.
- The childminder ensures that throughout the day children have free access to a range of books that support and inspire children to read at their own level, independently and with the childminder. Younger children enjoy stories read by older children, when they retell the story and introduce various props.
- The childminder seamlessly introduces mathematical concepts into her activities. For example, children count as they make snack and when washing hands. They compare quantities as they play with oats and make porridge. However, during some group activities, children lose interest and move off, as the childminder does not adapt the activity to their needs and interests. This results in children's learning opportunities not being fully maximised.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound knowledge of safeguarding. She knows how to recognise the signs and symptoms of possible abuse and how to keep children safe. The childminder understands the procedures to follow should she be concerned about a child, and who to contact should an allegation be made against her. The childminder demonstrates a good understanding of a range of safeguarding issues, such as children being exposed to extremist views and county lines. She helps children learn to keep themselves safe through road-safety guidance on school runs and outings. The childminder assesses the premises for risks regularly, ensuring that they are secure and safe.

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

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

- extend opportunities for children to express and represent their own ideas and creativity during activities
- consider more closely how to adapt small-group activities to ensure that all children fully engage and benefit from the learning opportunities.

## Setting details

<b>Unique reference number</b>	321657
<b>Local authority</b>	Hartlepool Borough
<b>Inspection number</b>	10264066
<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>	22 May 2017

## Information about this early years setting

The childminder registered in 1995 and lives in Hartlepool. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Eileen Grimes

### 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 her evaluation of the setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.
- 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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