

Childminder report

Inspection date: 24 February 2023

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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| Overall effectiveness at previous inspection | Not applicable |
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What is it like to attend this early years setting?

The provision is good

Children are relaxed and happy in this home-from-home, family environment. They show that they feel safe and secure as they establish strong and caring bonds with the childminder. The childminder knows the children extremely well. This helps children to settle quickly and develop a real sense of belonging. Children clearly enjoy their learning. The childminder has high expectations for children and helps them to develop secure foundations for future learning. She understands what they like to do and what they need to learn next. The childminder gains knowledge about children through discussions with parents when they start. She uses this information together with her own assessments to plan high-quality experiences for children to engage in. For example, children use wooden peg people to learn about colour and practise their fine motor skills. All children make good progress in their learning.

Children behave very well. They are kind and caring and learn to value and respect each other's feelings and thoughts. Children respond to the childminder's high expectations. For example, they take turns and share resources during play. The childminder encourages positive behaviour by offering regular praise and encouragement, to ensure children feel valued and respected. She is an excellent role model.

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

- The childminder provides children with lots of opportunities to explore outside of her home in the local community. Long walks and local beaches are enjoyed together with the childminder and her dog. They visit the library, parks and farms together. Children regularly mix with other children of similar ages at local playgroups. This helps to support and develop their social skills and confidence.
- Children show good levels of independence. The childminder supports children to put on their wellies and outdoor clothes. Children serve themselves water throughout the day. They confidently explore the activities and independently make choices from the inviting resources on offer. This builds their confidence, self-esteem and independence in learning.
- The childminder promotes children's speech and communication skills well. She provides children with a language-rich environment and models the correct pronunciation of words back to children. However, sometimes, the childminder asks questions but provides the answer without waiting for a response. This does not always allow children the time they need to process their thoughts and respond to the question asked.
- Children develop good early literacy skills. They regularly look at books that are available for them to access throughout the day. Children gather around the childminder to listen to their favourite stories. The childminder reads in a way

that excites and engages the children who listen intently. Children explore books independently and learn how to handle them carefully. They develop their fine motor skills as they draw with chalk and pens.

- The childminder supports children to learn the importance of healthy lifestyles. She is passionate about promoting children's good oral health. For example, the childminder ensures that children do not have sugary foods and snacks, and she provides fresh drinking water. The childminder encourages children to be physically active. Children enjoy daily opportunities to develop their physical skills in the interesting outdoor area. For instance, they enjoy the ride-on toys, balance beams and filling and emptying containers in the water tray. This helps children to develop their physical skills, balance and coordination effectively.
- The childminder demonstrates a genuine enjoyment of her work. She completes training to develop her skills and knowledge to work effectively with children. For example, she has recently completed language and communication training. However, the childminder does not always precisely target her professional development to further develop her knowledge of child development and how children learn.
- Parents speak very highly of the childminder and are extremely happy with the care provided. They appreciate the various outings the childminder takes the children on throughout the week. Parents recognise how their children's learning has developed because of the childminder. For example, they say children learn new words each day and appreciate the activities that are sent home for continued learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge and understanding of how to keep children safe. She fully understands the procedures to follow, and the appropriate agencies to contact, should there be any concerns about a child's safety or well-being. The childminder completes relevant training in safeguarding and is aware of her role and responsibilities. She can talk with confidence about what she would do in a range of scenarios. She is aware of the procedures to follow if an allegation is made against herself or a family member. Children are well supervised. The childminder develops children's awareness of how to keep themselves safe.

What does the setting need to do to improve?

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

- strengthen teaching strategies to give children time to respond to further develop their speech
- focus professional development opportunities more precisely on enhancing child development knowledge to an even higher level.

Setting details

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| Unique reference number | 2603695 |
| Local authority | Hartlepool Borough |
| Inspection number | 10263830 |
| 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 | 0 to 3 |
| Total number of places | 5 |
| Number of children on roll | 5 |
| Date of previous inspection | Not applicable |

Information about this early years setting

The childminder registered in 2020 and lives in Hartlepool. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennifer Cowton

Inspection activities

- This was the first routine inspection the provider has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in her evaluation of the provider.
- The childminder showed the inspector around the areas of her home used for childminding, and explained how she organises the environment and the learning programmes for children.
- A joint observation was completed by the childminder and inspector indoors, during a planned activity.
- Parents shared their views of the setting with the inspector.
- The inspector observed a range of activities and interactions between the childminder and her children, to help evaluate the quality of education.
- The inspector held a discussion with childminder in relation to the leadership and management of the setting. She looked at relevant documentation, such as evidence of the childminder's suitability to work with children.

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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