

# Childminder report

---

Inspection date: 6 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Good

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

### **The provision is good**

Children thrive with the childminder and her assistant. They demonstrate they feel safe and happy in their care. Children's self-esteem and self-confidence are blossoming. They show pride in their achievements and talk about how they have done a good job. The childminder and her assistant know children exceptionally well and prioritise their care needs and emotional well-being. Young children benefit from the nurturing environment and are willing to try and develop their physical skills as they hold the assistant's hand. Older children enjoy challenges as they skip and walk backwards during the music session.

The childminder successfully minimised the impact of the COVID-19 pandemic on her setting and maintained strong partnerships with parents throughout. This has had a positive impact on children's development, and any potential gaps in their learning were reduced. The childminder regularly takes children on trips out of the setting. This helps them to understand the world around them, and they benefit from a wide range of experiences. Children's behaviour is exceptionally positive. The childminder provides consistent, clear boundaries and teaches children about their feelings. Older children are extremely well mannered, polite and sociable. They are well prepared for the next stages in their learning.

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

- The childminder has high expectations for all children. She provides a clear and ambitious curriculum which helps them to make good progress in all areas of their learning. The childminder ensures that her assistant understands how to support children effectively during their learning. This has a positive impact on their progress and promotes continuity of learning.
- The childminder ensures that children's individual needs are met swiftly. She shares information with parents daily to promote continuity of care. The childminder recognises when babies show signs they are tired and provides a quiet space for them to rest. Babies settle quickly as they snuggle in for a cuddle while having their bottle.
- Children develop secure foundations for their future learning. Older children are confident communicators and show excitement as they recall experiences. For instance, during a dough activity, they discuss Saint David's Day and the Welsh cakes they made previously. Young children are encouraged by the assistant to explore sensory experiences and make patterns in the flour. They benefit from gentle words of encouragement and praise.
- The childminder teaches children about the importance of being healthy during a range of experiences and activities throughout the day. Older children know how to feel their heartbeat and talk about healthy food and exercise. Young children know they need to wash their hands before lunch and begin to try new food

with support.

- The childminder uses opportunities during routine activities to help children develop new skills and promote their independence. For example, children sit at the snack table and can successfully chop their banana. Children demonstrate excellent understanding of mathematical concepts, such as how to make halves. Young children show determination as they challenge themselves to chop other fruits and develop their small-muscle skills.
- Older children enthusiastically share their knowledge during group activities. They demonstrate excellent language skills and are keen to participate in experiences. However, on occasion, teaching is less focused for younger children, and some activities last too long. Despite this, all children have exceptional levels of concentration, beyond typical expectations for their age.
- The childminder supports her assistant effectively and regularly seeks out ways to improve their knowledge and skills through professional development opportunities. For instance, following training, the childminder encourages young children to stand during activities and talks about how this further promotes their physical development.
- Parents are highly complimentary about the childminder and her assistant. They say they have found a setting where their children feel happy, safe and loved. Parents are particularly pleased with their children's development and say that they have made significant progress and learn valuable life skills.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder prioritises children's safety. She maintains a thorough understanding of child protection procedures and confidently identifies potential signs of abuse. The childminder ensures that her assistant knows how to respond to concerns about a child and their family. For instance, she provides clear policies for him to follow and refer to. The childminder knows what to do in the event an allegation is made against herself or her assistant. The childminder helps children to understand how to stay safe. For example, she discusses how to use knives safely as they chop their fruit. The childminder ensures that areas and equipment are safe and suitable for children to access.

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

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

- focus teaching for the youngest children during experiences and consider how long they last, particularly when older children are present.

## Setting details

<b>Unique reference number</b>	EY495488
<b>Local authority</b>	Stockton-on-Tees
<b>Inspection number</b>	10236762
<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>	0 to 11
<b>Total number of places</b>	12
<b>Number of children on roll</b>	24
<b>Date of previous inspection</b>	17 March 2017

## Information about this early years setting

The childminder registered in 2015 and lives in Ingleby Barwick, Stockton-on-Tees. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 4. She provides funded early education for two-, three- and four-year-old children. The childminder works with an assistant.

## Information about this inspection

### Inspector

Michelle Lorains

### 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 inspector observed the quality of teaching during activities indoors and assessed the impact on children's learning.
- A joint observation was carried out by the childminder and the inspector during a planned indoor activity.
- The inspector held a discussion with childminder in relation to the leadership and management of the setting. She looked at relevant documentation, including the childminder's and her assistant's qualifications and evidence of their suitability to work with children.
- The childminder gathered written feedback from parents for the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023