

Childminder report

Inspection date: 7 March 2023

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	Met
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What is it like to attend this early years setting?

The provision is good

Children are welcomed warmly when they arrive at the childminder's home. They enthusiastically go off in search of interesting things to do. The learning environment provides many opportunities for children to engage in purposeful play. Inside, children confidently explore different colours when using a light box. They know that blue and yellow mixed together makes green. They concentrate as they look for different letters to complete a puzzle. Outside, they practise holding a paintbrush correctly as they paint on a large easel. These activities support children to develop the skills they need to prepare them for their next stage in learning.

The childminder places considerable emphasis on providing opportunities for children to explore the natural world. Children attend regular forest-school sessions. The childminder describes how children observed the stages in the life cycle of a frog during their visits. They also develop their physical skills as well as learning about how to keep themselves safe. Children also go to playgroups where they can develop their social skills.

Children generally play together happily. They respond well when they are gently reminded to share and to take turns. It is evident that children form close bonds with the childminder and her assistant. When they become unsettled, they are quickly reassured and snuggle up to enjoy a story. This helps children to feel safe and secure.

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

- The childminder knows all the children in her care very well. She uses her observations of their play to plan activities to help them to make progress. She uses children's interests to skilfully provide opportunities for children to practise things they may need further help with. She is very clear about what she wants children to learn from the activities available. For example, when making play dough, the emphasis is on children's physical development. Children are encouraged to pour, scoop and mix the ingredients.
- Children's speech and communication skills are generally supported effectively. The childminder introduces a wealth of new vocabulary to children. For example, they are taught the names of flowers and birds when they are outside. During activities, she asks children a good range of questions to support their learning. At times, she does not give children sufficient time to formulate their response. This does not fully promote their language and their thinking skills.
- The childminder provides a highly inclusive environment. Children with special educational needs and/or disabilities are supported effectively. This is because the childminder takes time to get to know the children so that she understands how to help them to make progress. She helps children who are non-verbal to

communicate their needs. She works closely with their parents and offers timely advice and support to them. Parents report that the childminder is their 'lifeline'.

- Children benefit from plenty of fresh air and exercise. They clearly enjoy taking part in learning opportunities outside in all weather. There are opportunities for children to grow their own fruit and vegetables. Healthy meals and snacks are provided. Good oral hygiene is also promoted.
- The childminder understands the importance of promoting children's independence so that they are ready for their next stage in learning. She encourages children to use the toilet independently and to wipe their own noses. A water dispenser is available so that children can pour their own drinks. However, there are occasions when the childminder does things for the children rather than letting them try to do these for themselves.
- Parents report that they are very happy with the care provided by the childminder. They particularly value the wide range of outings and outdoor experiences provided. Communication with parents is effective. The childminder also ensures that systems are in place to exchange information when children also attend school nursery.
- The childminder regularly reflects on her practice. She makes changes to the resources she provides so that children's interests are reflected in the activities available. She finds out about different approaches to learning. She has established good relationships with local schools and welcomes support and advice from her local authority.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her safeguarding responsibilities. She attends training regularly and ensures that her assistant's knowledge is up to date. She can confidently describe the signs that may indicate a child is at risk of harm. The childminder knows how to report any concerns she may have about a child's safety. She also knows what to do should an allegation be made against herself or her assistant. When children are on outings, the childminder supports them to understand how to keep themselves safe, for example by teaching them about road safety.

What does the setting need to do to improve?

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

- give children enough time to respond to questions to promote their language and their thinking skills even more effectively
- provide more opportunities for children to develop the skills they need to support their independence.

Setting details

Unique reference number	EY442486
Local authority	Hartlepool Borough
Inspection number	10281871
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	1 to 11
Total number of places	6
Number of children on roll	12
Date of previous inspection	15 June 2018

Information about this early years setting

The childminder registered in 2012 and lives in Hartlepool. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. She provides funded early education to two-, three- and four-year-old children. The childminder occasionally works with an assistant.

Information about this inspection

Inspector

Jan Batchelor

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 showed the inspector the premises and discussed how they ensure those are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and the children.
- The inspector spoke to and considered written feedback from parents.
- 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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