

Childminder report

Inspection date: 16 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	Good
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What is it like to attend this early years setting?

The provision is good

Children and parents are warmly welcomed into the childminder's home with smiles and chatter. Children positively interact with the childminder, showing that they feel safe and secure with her. They are comforted if they are unsure or upset and offered reassurance and cuddles until they are settled.

Children are very happy here. The childminder is warm and affectionate and has a calm and gentle manner. Children respond well to her interactions during play and eagerly show her what they are doing. They engage independently with a range of age-appropriate resources that are easily accessible. Children are curious and move away from the childminder to investigate something that is of interest to them. If they need support, the childminder will intervene to help them and then withdraw to let them have a go themselves, creating an environment that promotes children's confidence.

The childminder is playful and engages the children with a ball. She bounces and catches the ball, and children laugh and babble, trying to catch the ball, and then bounce it too. When children bring the ball back to the childminder, she responds by bouncing the ball again, and children are delighted. Children's independence is encouraged consistently. When children bring their wellington boots to the childminder, she supports them to put them on and gives lots of praise when they achieve this before going out to play.

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

- The childminder develops positive and trusted bonds with the children and knows them well. She uses her knowledge to assess children's learning and development and plan for their next steps. The childminder plans activities and experiences for the children based on their current interests, to support their continued progress.
- The childminder works in partnership with parents to ensure continuity of care for children. She shares information daily with them about their progress. The childminder encourages parents to complete questionnaires to seek their views. Parents speak highly of the childminder, saying, for example, 'I am very happy with the childminder. She is extremely supportive, shares lots of information, and I can see such a difference in my child's social skills. They are thriving in her care.'
- Children thoroughly enjoy stories and bring books to the childminder, sitting on her lap ready to listen. The childminder points to the pictures while reading, encouraging children to notice and observe characters in the story and helping them to develop new vocabulary. There is a range of books attractively displayed and accessible for the children every day.

- At lunchtime, children sit in highchairs, and food is served on a plate. Some children feed themselves, while others need support. The childminder is adept at meeting the needs of children by giving them her attention. The atmosphere is calm and relaxed, and children eat well. The childminder talks about what they are eating and gives lots of verbal encouragement, and the children respond to this. This routine is very reassuring, as children know what to expect and how to behave while having their meal. The childminder speaks with parents about healthy food options to put in the lunch boxes and shares her policy with them.
- Children play with sand in a tough tray with spades and different-shaped moulds. The childminder models filling a star-shaped mould, and children take another mould and do the same. The childminder pats the sand into the mould with her spade, and children copy her actions. The childminder offers a running commentary on her actions. When she lifts the mould and reveals the starfish, children beam with delight.
- On most days, the childminder takes the children on outings into the local area to develop their understanding of the wider community. She often takes children to meet up with other childminders to develop their social skills and form new friendships.
- The childminder is currently attending training to support her understanding of speech and language development.
- Outside, children enjoy splashing in puddles after a rain shower. Overall, the childminder supports children's learning well. However, she has not fully considered how she can help children to count during everyday activities, such as counting as they jump.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound understanding of safeguarding and is aware of the signs and symptoms of abuse and neglect. She is confident about the actions she would take if she had any concerns about the children in her care. The childminder is mindful of her role in keeping children safe from harm, and her home and garden are safe, secure and well maintained. Children are safe here.

What does the setting need to do to improve?

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

- provide opportunities to support children's mathematical development during play, activities and everyday experiences.

Setting details

Unique reference number	EY490327
Local authority	Stockton-on-Tees
Inspection number	10265062
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	23 May 2017

Information about this early years setting

The childminder registered in 2015 and lives in Thornaby, Stockton On Tees. She operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-year-old children.

Information about this inspection

Inspector

Wendy Nixon

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 provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- A range of documentation was reviewed, including qualification certificates.
- The inspector spoke to a parent and read feedback from others to gain their views about the childminder.
- The childminder spoke to the inspector about their intentions for children's learning.

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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