

Childminder report

Inspection date: 31 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 show they feel happy, safe and secure with the childminder and her assistant. They have good levels of self-confidence and are independent. The childminder provides a range of interesting experiences, which children enjoy. For instance, young children enjoy playing with the balls outside, developing their kicking and catching skills. Older children transport water around the garden and instruct the childminder to help them 'clean the windows' of the playhouse. Children benefit from the nurturing, caring environment. The childminder and her assistant use regular praise to build children's self-esteem. This has a positive impact on their play and their behaviour is positive.

Since the COVID-19 pandemic, parents are invited back inside the childminder's home. This has helped children to settle in quickly and the childminder shares detailed information about their day on collection. The childminder and her assistant regularly take children to local play groups and attractions, such as the museum. This helps children to develop good social skills and an awareness of their local community. The childminder has high expectations for children. She completes assessments to ensure children are making good progress and knows how to access further support if this is needed.

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

- Children develop secure foundations for future learning. They are confident communicators and have good levels of independence. The childminder encourages them to make choices about their learning. Young children enjoy exploring the glitter and Easter stickers. Older children work creatively and hold their pen with a good tripod grip to make marks on their cards.
- The childminder has a clear understanding of what children need to learn. Overall, she focuses her teaching to support them. For example, she consistently models language to young children to extend their vocabulary. However, older children who are very capable, require further challenge during their play to help them engage more deeply.
- Children show enjoyment in their learning and are keen to join in with activities. For example, they use the shapes and rolling pins to make 'biscuits' in the dough, singing nursery rhymes as they play. Young children match animal cards and make the corresponding animal sounds. They take books to the childminder's assistant and carefully lift the flaps, copying words and sounds.
- The childminder promotes children's good health. She encourages children to try new healthy food and ensures they have plenty of fresh air each day. Children have a good awareness of how to wash their hands and can blow their own nose. The childminder praises them as they attempt to unzip their coats as they come inside.

- Children develop good personal, social and emotional skills. The childminder is a good role model for children and consistently models good manners. Children learn how to share, take turns and be kind to each other. They begin to show an understanding of the rules and boundaries in the setting, and follow them with minimal support.
- The childminder and her assistant discuss ways to develop and improve the setting for children. For instance, they plan to enhance the outdoor space with growing activities for children to build on their understanding of the world. However, they have not accessed any professional development opportunities to enhance their teaching skills.
- Children have strong bonds with the childminder and her assistant. This helps them to feel safe and secure in the setting. The childminder knows children exceptionally well and continuously gathers information about their care needs and individual routines. She provides support and advice to families, such as when to start toilet training or managing difficulties when children are reluctant to try new foods. This helps to promote continuity for children.
- The childminder has established and maintained good partnerships with parents and their families. Parents leave positive feedback for the childminder and her assistant. They say they are very happy with the 'high standards of care and communication'. They are 'thrilled with the progress their children make'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust understanding of how to keep children safe. She regularly attends safeguarding training with her assistant to ensure they stay up to date with child protection issues. The childminder has clear policies and procedures to follow if she has concerns about children's welfare. The childminder and her assistant confidently identify signs of neglect and potential abuse, such as the impact of domestic violence and county lines. In addition, the childminder knows what to do if an allegation is made against herself or a member of her household. The childminder teaches children how to stay safe. For example, they talk about 'waiting for the green man' when they discuss road safety during trips out of the setting.

What does the setting need to do to improve?

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

- consider ways to further enhance and challenge children during their play, particularly the most-able children
- access training and professional development to continuously improve your own and the assistant's teaching skills.

Setting details

Unique reference number	305773
Local authority	Stockton-on-Tees
Inspection number	10281716
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 8
Total number of places	12
Number of children on roll	13
Date of previous inspection	27 June 2018

Information about this early years setting

The childminder registered in 1995. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3 and works with an assistant, who also has a relevant level 3 qualification in early years.

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 outdoors and assessed the impact this has on children's learning.
- A joint observation was completed by the childminder and inspector, indoors during a planned activity.
- The inspector held a discussion with the childminder in relation to the leadership and management of the setting. She looked at relevant documentation, such as evidence of qualifications and the childminder's and her assistant's suitability to work with children.
- The childminder obtained 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.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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