

Childminder report

Inspection date: 25 April 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 are happy and settled in the childminder's care. They form a strong bond with the childminder and with their peers. Children develop wider friendships when they meet with other childminder groups. This helps to develop their social skills and broaden their experiences.

The childminder knows the children well. She checks what children already know and can do when they first join. She uses this information to plan and provide activities that reflect the next stage of their learning and development. Children make good progress, especially in their communication and language skills and their personal, social and emotional development.

The childminder has high expectations for children's learning and behaviour. Children have a positive attitude to learning. They join in enthusiastically with adult-led activities. Children can play independently and use their imagination well in role play. Children are well behaved. They have good social skills and negotiate tasks with each other. For example, they carry a box of vegetables together into another room 'to make a carrot cake' together.

Children's independence is well promoted throughout the daily routines. They show good personal care skills and understand why and when they need to wash their hands. Children also have a good understanding of how to keep themselves fit and well. At lunchtime, they talk about what foods are healthy and to eat more often and what foods are less healthy and eaten as a treat.

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

- Children talk about what they like to do at the setting. They say they enjoy 'playing with their friends, playing with the trucks, and going to the park and meeting with other childminders'. They also talk about how much they enjoy visits to other places, such as cafés. Regular scheduled activities, for example a weekly gymnastics class, help to develop children's muscle strength, balance and coordination.
- The childminder works well with the local nursery school that children attend. She plans interesting learning experiences around the current theme at nursery. This helps to extend and build on what children already know and can do. For example, linked to a traditional stories theme, children engage in a porridge-making activity that they thoroughly enjoy.
- The childminder skilfully includes different areas of learning into activities. For example, children write a list of items needed for a porridge-making activity. This helps to develop children's' early literacy skills. She asks children to weigh the bowls of porridge. Before they use weighing scales, children hold the

different-sized bowls in their hands. They discuss which bowl they think is 'heavier' and 'lighter', and consider how the amount of porridge will affect the weight. As a result, children make good progress in developing their mathematical and problem-solving skills.

- Children remain engaged in activities for extended periods of time. After making the porridge, they go on to chop fruit to add in. This helps to promote children's physical skills, their hand-to-eye coordination and their understanding of personal safety.
- Children's language skills are well supported by the childminder. They are encouraged to listen carefully and to follow instructions. Children describe their porridge as 'lumpy' or 'tasty'. They make comparisons and work out whether 'more' or 'less' water or oats are needed to get to the right consistency.
- Children learn to care for themselves and their play environment. They happily tidy away resources while listening to tidy-up songs. They enjoy vacuuming oats from the floor with small hand-held vacuum cleaners. Children show a sense of pride in their efforts when the floor is clear.
- Partnerships with parents and other settings are good. Parents say that they are very happy with the care and learning their children receive. They say their children love attending and feel like part of the childminder's family.
- The childminder has a positive attitude towards professional development. Since the last inspection, she has continued to complete relevant safeguarding training, including attending a paediatric first-aid course. Recommendations from the last inspection have been addressed. Children's learning experiences are now more challenging. Opportunities to develop children's problem-solving skills are good.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good knowledge and understanding of safeguarding issues, including the 'Prevent' duty. She is aware of the signs and symptoms that could show a child is at risk of harm. The childminder knows the procedures to follow should there be any concerns about a child's welfare. The rear garden is safe and secure. The childminder's home is welcoming and secure. However, some cleaning materials are stored in a low kitchen cupboard, which is accessible by children. Children are kept safe when on outings. She ensures that children learn how to keep themselves safe, such as when using child-sized knives.

What does the setting need to do to improve?

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

- take reasonable steps to ensure the safety of children on the premises, for example by ensuring that cleaning materials are not accessible to children.

Setting details

Unique reference number	EY265893
Local authority	Stockton-on-Tees
Inspection number	10287548
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	3 to 4
Total number of places	6
Number of children on roll	2
Date of previous inspection	5 July 2018

Information about this early years setting

The childminder registered in 2003 and lives in Eaglescliffe, Stockton-on-Tees. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder currently works Tuesday and Wednesday, term time only. She receives funding to provide early education for four-year-old children.

Information about this inspection

Inspector
Elaine McDonnell

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.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided indoors and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of an activity with the childminder and discussed the learning intention and outcome.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of text-message comments provided by parents.

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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