

# Childminder report

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Inspection date: 4 May 2023

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

The childminder provides a warm and nurturing environment. Children settle quickly and show that they feel safe and ready to learn. They build a lovely, trusting bond with the childminder as they ask for cuddles and invite her into their play. Children make choices about what they want to play with from the wide range of age-appropriate toys available. They take pride in their artwork and are keen for the childminder to take photos to send to their parents.

Children engage well with spontaneous and planned activities and are motivated to learn. For example, they learn early mathematical concepts during a planned activity. They enjoy counting and identifying numbers. Children count the dolls and how many teeth each doll has. The childminder extends this learning by helping them to count one by one. She sits at eye level and really engages the children with their interests and learning. Children are absorbed and concentrate well as a result.

The childminder has high expectations of children's behaviour. She is a positive role model. Children behave well, show good manners and are caring towards others. The childminder praises children for their efforts and their achievements. This helps children build self-esteem.

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

- The childminder provides a stimulating curriculum, and children benefit from an array of experiences inside and outside of the home environment. Children visit the local parks, beaches and other local landmarks to learn about nature. The childminder takes children to various groups to ensure children have opportunities to make new friends. Each carefully planned outing provides children with enriching real-life experiences that support their understanding of the world and their social development.
- Children love to initiate play with the childminder. She is attentive and gently responds to their instructions and comments. During role-play activities, she supports children to understand the importance of visiting the dentist and good oral hygiene as they clean and examine the teeth of the dolls.
- The childminder promotes children's communication and language skills well, overall. She models language with the children as she engages in their play. For example, she helps younger children identify the different colours of paper as they make a crown to celebrate the King's coronation. However, the childminder does not always give children enough time to think and respond to questions.
- Children develop their independence well. They identify that they need a booster seat to sit at the table to complete a creative activity. They get the chair and give instructions on how to fasten the belts. The childminder carefully selects

equipment, considering what is safe and appropriate for each child. She watches them closely as they use scissors, and children talk about having to be careful. Children are proud of their progress when they cut the paper and the sticky tape.

- Parents are extremely pleased with the childminder's service. They comment on the excellent range of activities that support and extend children's learning. They are delighted with the knowledge children gain of the wider community and the environment. The childminder keeps the parents informed about their children's day, their progress and how they can support their development at home. This helps to provide continuity in children's care and learning.
- Children have copious opportunities to enjoy fresh air and be physically active at the local park or in the childminder's large garden. They are delighted as they see the family rabbits and skilfully negotiate the large climbing frame.
- The childminder reflects on her practice and the needs of the children to identify areas for development. She works closely with the local authority to ensure she is kept up to date with changes in policy and practice. However, she does not always identify areas of her professional development to further promote the quality of teaching and learning opportunities for children.
- The childminder liaises well with the local school and pre-school when they share care and education of the same children. They share children's progress, targets and achievements. This ensures that children make consistent progress.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has secure safeguarding knowledge. She can spot potential signs that may indicate that a child may be at risk of harm, including exposure to extremist views and behaviours. She knows what action to take if she is concerned about the welfare of a child. The childminder is confident in the procedures to follow if she has a concern about an adult working with a child or if an allegation is made against her. Her training in child protection and first aid is up to date. The premises are safe and secure. As a result, children's well-being and safety are ensured.

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

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

- provide children with enough time to connect their ideas and think about how to respond to a question
- identify areas for professional development to raise the quality of practice and further improve outcomes for children.

## Setting details

<b>Unique reference number</b>	312782
<b>Local authority</b>	Redcar and Cleveland
<b>Inspection number</b>	10263428
<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>	1 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	2 May 2017

## Information about this early years setting

The childminder registered in 1992 and lives in Marske-by-the-Sea. She operates all year round from 7am to 6pm, Monday to Wednesday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Eileen Grimes

## 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 childminder.
- Parents spoke with the inspector and shared their views on the childminder's setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intention for children's learning.
- The inspector discussed with the childminder how she implements the curriculum and supports all children to make progress.
- The inspector observed the quality of education being provided and the impact on children's learning.
- The childminder answered questions to establish her understanding of how to safeguard children.
- The inspector viewed evidence of the suitability of persons living in the household and a selection of other records.

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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