

# Childminder report

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Inspection date: 29 June 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	Outstanding
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## What is it like to attend this early years setting?

### The provision is good

The childminder provides a warm, nurturing and home-from-home environment. She greets the children in the engaging rooms, where they happily participate in activities that she sets or access activities independently. Children know where to find resources and toys. They move around the childminder's home confidently. Children show equal happiness exploring and playing independently as they do when interacting with the childminder. For instance, they delight in completing jigsaw puzzles by themselves and take great pleasure suggesting that the childminder and their peers play a bingo game.

The childminder is an excellent role model for the children and treats them with respect. She highlights the importance of taking turns during activities. This supports children to behave well and show care, consideration and the same respect towards their friends. The childminder gets to know the children very well. She knows what they like to do and what they need to learn next. This helps her to plan activities and experiences according to their needs. Children relish the opportunity to make their own play choices in the childminder's well-resourced environment. They busily engage with a variety of activities that stimulate their minds and creativity, such as drawing or modelling with dough. Children feel safe and secure in the childminder's care, which empowers them to confidently express their thoughts and share their experiences with visitors.

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

- The childminder spends time getting to know the children and their families. She uses an 'All About Me' form to obtain information from parents before their children start with her. This enables the childminder to provide activities and resources to support children's learning from the start. She offers settling-in sessions to every child and has a flexible approach to meeting the individual needs of families.
- Children have opportunities to revisit activities to consolidate their learning. For instance, they develop pretend play through a sequence of actions, arranging food they have made from dough on plates. They pour 'tea' from the teapot into small cups as they master intricate movements. The childminder plays alongside children to extend their play. For example, she suggests children serve tea to their friends and visitors.
- Books are extremely important to the childminder. She has a great love of literacy and is passionate about ensuring that children have access to a wide range of stories and factual books. Children enjoy sitting and reading with the childminder and ask questions about the books. The childminder explains the difference between one tooth and many teeth.
- Children are supported to lead healthy lifestyles. They learn the importance of a

healthy diet and oral hygiene. Older children explain that they need to brush their teeth in the morning and at night so that 'they don't fall out'. She introduces products such as dental floss and explains what it is.

- The childminder weaves mathematics into her curriculum. Children demonstrate their counting skills. As they play, children independently use number names for counting. Young children count up to 10 objects during their play. However, on occasions, the childminder misses opportunities to extend older children's understanding of simple calculation to extend their mathematical skills even further.
- The childminder understands the importance of supporting children to develop their language and communication skills. She talks clearly to children and involves them in discussions relating to topics she knows they enjoy. For instance, children talk about their story and competently recount the storyline.
- The childminder works well with parents and makes sure that they know what their children have been doing and can build on this. She shares her experience and knowledge, for example by helping parents to understand their children's stages of development.
- The childminder understands that regular training helps her to keep her knowledge up to date. She attends online and face-to-face training to support her to continuously refresh her knowledge and to develop new ideas for her setting.
- Parents speak extremely highly of the childminder. They say that she has an excellent, nurturing approach that is linked with her dedication and passion for her work. Parents recognise that children are well prepared for starting school as the childminder has equipped them with the learning and life skills they need.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe from harm. She is aware of the signs and symptoms that may indicate a child is at risk of abuse. The childminder has a written safeguarding policy and knows the course of action to follow if she has concerns about a child's safety. The childminder understands the importance of keeping children safe on outings and carries out checks in the areas before children play. She has completed safeguarding training, including 'Prevent' duty training, which helps her to understand her role in keeping children safe from radicalisation and extreme views.

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

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

- develop older children's understanding of simple calculation to extend their mathematical skills further.

## Setting details

<b>Unique reference number</b>	EY250653
<b>Local authority</b>	Stockton-on-Tees
<b>Inspection number</b>	10288841
<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>	3 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	2 November 2017

## Information about this early years setting

The childminder registered in 2003 and lives in Stockton-on-Tees. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

## 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 setting.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's progress.
- Parents shared their views of the setting with the inspector.
- 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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