

Childminder report

Inspection date: 6 July 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 care of the friendly and experienced childminder. The childminder forms strong attachments with them. This helps build children's confidence and security. The childminder has a good understanding of children's current interests. She uses this information to plan an enjoyable and engaging curriculum for children. For example, young children show determination as they work out how to make the train track fit together.

The childminder creates an environment that invites children to explore and contribute. Children benefit from daily opportunities to play outdoors in the childminder's garden. She understands the possible impact of the COVID-19 pandemic on children's development. She provides additional opportunities for children to socialise and develop their communication and language skills. For example, they visit many local attractions, including museums.

The childminder has high expectations for the children in her care. Children are extremely polite, and they behave well in the setting. They are confident and sociable. They greet visitors enthusiastically and engage them in their play and conversation. The childminder is a good role model. Children develop the skills they need for the next steps in their learning, including starting school.

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

- The childminder implements an educational programme that is broad and well sequenced. She supports children to build on what they already know and can do. For example, the childminder encourages children to identify the numbers on a jigsaw puzzle and place them in the correct order.
- The childminder places a high priority on increasing children's communication and language skills. She provides opportunities for children to join in conversations and contribute their ideas. For example, children become animated when the childminder shows detailed knowledge about their interests in trains.
- The childminder ensures that mathematics is embedded into daily routines and taught in a variety of ways. For example, she supports children to identify symmetry as they create patterns with splodges of paint to create butterfly wings on paper.
- The childminder monitors the progress children make and swiftly identifies any gaps in their learning. Children with special educational needs and/or disabilities are supported well. The childminder seeks advice if needed from external agencies and puts targeted support in place.
- The childminder encourages children to develop their independence skills. For example, children readily put toys away when the childminder asks them to tidy

up before lunch. She helps children to understand how to take care of themselves and others as she explains that it is dangerous to have lots of things on the floor as they might trip over them.

- Partnerships with parents are strong. Parents are complimentary in their written feedback. They value the information the childminder shares with them and praise the 'calm, patient and supportive childminder'. They state that they 'couldn't ask for anything more'.
- The childminder builds positive partnerships with other settings that children attend. These help to ensure high levels of continuity for children's care and learning.
- Children's understanding of healthy lifestyles is supported well. The childminder provides healthy snacks and meals. She helps children engage in effective handwashing by modelling what to do. However, she has not fully considered how to work with parents to promote children's oral health.
- The childminder helps children to understand all aspects of the world around them. For example, children learn about different festivals and increase their knowledge as they talk about Remembrance Day and the poppy pictures they made.
- Children develop their physical skills well. This includes riding bicycles, playing hop scotch and doing creative activities. For example, children persevere as the childminder helps them to develop their small-muscle skills as they make shapes with the play dough.
- The childminder attends mandatory training sessions to meet the statutory requirements, for example, to update her knowledge of safeguarding and first aid. However, she has not fully explored ways to continually build on the good quality of her teaching to help children make the very best possible progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role to keep children safe. She has a robust knowledge of the referral process, and she acknowledges the importance of raising any concerns in a timely manner. The childminder confidently explains the signs and symptoms that could indicate that a child is at risk of abuse. She knows what safeguarding concerns there may be in her local area. The childminder supervises children well and helps them to learn how to keep themselves safe. The childminder's home and the resources she uses are well maintained and safe. She completes regular first-aid training and conducts daily risk assessments of her home and when on trips out.

What does the setting need to do to improve?

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

- develop methods for promoting the good oral health of children through links with parents
- seek further ways to enhance professional development opportunities that focus more specifically on teaching and learning so that children make the best possible progress.

Setting details

Unique reference number	312681
Local authority	Redcar and Cleveland
Inspection number	10295315
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 10
Total number of places	6
Number of children on roll	5
Date of previous inspection	7 December 2017

Information about this early years setting

The childminder registered in 1992 and lives in Ormesby, Middlesbrough. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder has an early years qualification at level 3. She provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Claire Budge

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.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their written views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder showed the inspector the premises, and they discussed how she ensures they are safe and suitable.

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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