

Childminder report

Inspection date: 13 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 thoroughly enjoy their time at this warm, home-from-home setting. They demonstrate that they feel safe in the childminder's care. For instance, babies snuggle close to the childminder and investigate a range of interactive toys. They relish individual attention from the caring, nurturing childminder. Children develop good physical skills. Babies learn to sit up and crawl. The childminder gives plenty of praise and encouragement as children begin to move between activities. They respond with warm smiles.

The childminder is consistent in her approach to managing children's behaviour. She is a good role model and has high expectations of children's behaviour. Children's independence skills are developing well. Babies are beginning to feed themselves finger foods and select their favourite resources.

The childminder sits close to children and demonstrates how to tap a pop-up toy. Children mimic her actions and giggle with delight as they successfully open the doors on the toy. The childminder praises the children's efforts. This helps to develop their self-esteem and confidence. The childminder repeats the name of each animal as it pops up, speaking clearly and making the animal noise. Children babble back and clap excitedly. This helps to develop children's early communication skills.

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

- The childminder is skilled in promoting children's development. She has a good understanding of how children develop. She uses information gathered from parents to learn what children already know and can do. The childminder uses her own observations and assessments to plan what children need to learn next. She provides a stimulating learning environment with lots of interesting activities for children to explore and investigate. This helps children to make good progress from their starting points.
- Children's language skills are promoted well. Babies squeal with delight as the childminder sings, 'Shall we put it in'. They excitedly join in giggling and moving their bodies to the rhythm. The childminder provides a constant narrative, as children play and pronounces words clearly. This helps to develop children's communication skills.
- The childminder is very warm, sensitive, and nurturing. She knows the children in her care very well. She quickly responds to children's needs. For instance, when babies become hungry or tired, they are quickly provided with cuddles and reassurance. This helps to promote children's emotional well-being.
- The childminder is a reflective practitioner and constantly reviews her provision to ensure that she meets the individual needs of the children. She attends

mandatory training such as paediatric first aid and safeguarding. However, the childminder has not yet focused on her professional development sharply enough to raise the quality of teaching to the highest level.

- Children benefit from daily fresh air, as they go for walks in the local community and access the childminder's garden. The childminder regularly talks to children and parents about the importance of eating healthy. This helps them to develop an understanding of healthy lifestyles.
- Positive relationships with parents are evident. The childminder works closely with parents to meet children's individual needs. Parents comment that the childminder is 'warm and loving', and keeps them well informed of their children's development. The childminder works closely with parents to extend and support children's learning at home.
- Children enjoy regular outings, such as visits to toddler groups, local woodlands and the beach. This helps to extend their understanding of nature and the world around them. The childminder speaks to children about other cultures and religions. She shares books and resources and encourages children to talk about similarities and differences. This helps children to learn about the wider world.
- The childminder is a good role model and has high expectations of children's behaviour. Children learn how to share and take turns. The childminder reminds children to use 'kind hands'. She gives clear instructions and children understand what is expected from them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities to keep children safe. She confidently describes the signs that may cause her to be concerned about a child's welfare. The childminder is aware of the signs that might indicate a child is at risk of radicalisation or extremism. She understands the procedures to follow, should she need to report such concerns. The childminder is aware of the procedures to follow, should there be an allegation made against her or a member of the household. She childminder supervises children appropriately and carries out thorough risk assessments. This helps the childminder to provide a safe environment for children.

What does the setting need to do to improve?

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

- consider professional development opportunities to enhance and raise the quality of the already good practice.

Setting details

Unique reference number	312738
Local authority	Redcar and Cleveland
Inspection number	10295316
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 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	1 December 2017

Information about this early years setting

The childminder registered in 1997 and lives in Marske-by-the-Sea, Redcar. She operates all year round from 7.30am to 5.30pm, except for bank holidays and family holidays.

Information about this inspection

Inspector

Julie Campbell

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 provider and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector and the childminder discussed how the childminder organises their early years provision.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views through written feedback.
- The inspector carried out joint observations with the childminder.
- 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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