

Childminder report

Inspection date: 19 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 flourish in the childminder's welcoming and nurturing environment. The childminder knows children very well and ensures that she has their favourite resources available for their arrival. This helps children to feel safe and secure, and enables their learning from the very moment they enter her home. The very strong bond between the childminder and children is evident in the high levels of confidence and enthusiasm for learning children demonstrate. For example, children discuss in detail that many of their tadpoles have grown into frogs. They talk about the frogs jumping into the childminder's garden and that they may be hiding under the plants. This helps to teach children about the natural world and the different stages of life of living things.

The childminder plans a curriculum that builds on what children already know and can do, and inspires and motivates children to learn. For example, to build on children's skills of counting and to teach them to count accurately, the childminder encourages children to make cakes. She supports children to count their scoops of sugar and flour. They talk together of how many cakes they will make and count as they place the individual cake papers in their tins. Children are highly respectful of each other. They willingly share resources and let children join in with existing play. On the rare occasions the childminder needs to remind children about their behaviour, she does it in a calm and thoughtful way. This teaches children to consider the impact their behaviour has on others.

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

- The childminder is a skilful storyteller. She knows to engage children in the stories as she gives them time to look at the pictures and to ask questions. Children giggle with delight as the childminder weaves a wide variety of sounds and movements into the stories. This brings books to life and helps to foster children's love of reading.
- Children have many opportunities to develop their physical skills. They confidently manoeuvre themselves across varying levels and surfaces in the childminder's garden. Children stretch their arms upwards as they point to apples on a tree. In addition, the childminder takes children to the local park, where they have larger spaces in which to run freely.
- Parents are very complimentary about the childminder. They speak highly of the care and commitment by the childminder for supporting their children's development. Parents are particularly praising of the wide range of experiences the childminder provides for their children and the progress their children are making.
- Children demonstrate an excellent understanding of the need to follow good hygiene routines. They know to wash their hands before eating food and after

using the toilet. The childminder and children talk about children keeping themselves healthy, such as as they are 'washing the germs and bugs away'.

- The childminder takes children on outings outside her home to enhance their learning and understanding of the local environment. They regularly visit local shops, where children select their own items and pay for their shopping. This helps children to make friendships with people outside the childminder's home and to know they are valued by others.
- The childminder accesses training to enhance her knowledge and skills. For example, she has attended training on using the outdoor environment. Following this, the childminder has considered how her garden can be used to further develop children's physical movements and core muscle strength.
- The childminder has established effective partnerships with local schools and pre-schools. She shares children's development and progress reports prior to children beginning the next phase of their learning. This helps to create a consistent approach to children's learning and development and enables children to settle into school and pre-school quickly.
- When talking to children, the childminder knows to speak slowly and clearly. She uses the correct pronunciation and makes sure that children understand what has been said. However, the childminder does not fully consider how she can further enhance children's vocabulary, such as through introducing new words to children or using different words that have the same meaning.
- The childminder ensures that children benefit from nutritious snacks and meals. However, the childminder does not use these opportunities to further develop children's independence and self-help skills. For example, she prepares snack, rather than letting children cut the fruit and butter their own toast.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role in protecting children who may be at risk of harm. She is alert to the possible indicators of when a child may need help, and she knows the relevant agencies to contact for guidance. The childminder attends child protection training and is aware of the correct procedure to take should there be an allegation. The premises are secure, the childminder carries out daily checks of the indoor and outdoor environments to ensure that they remain safe for children to use.

What does the setting need to do to improve?

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

- extend children's vocabulary further, such as by introducing new words and using a range of different words that have the same meaning
- develop children's independence and self-help skills to an even higher level.

Setting details

Unique reference number	EY448787
Local authority	Hartlepool Borough
Inspection number	10289399
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	10
Date of previous inspection	23 November 2017

Information about this early years setting

The childminder registered in 2012 and lives in Hartlepool. She cares for children all year round, from 7.30am until 5.30pm, Monday to Friday, except for family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Denise Charge

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 the evaluation of the setting.
- A joint observation of an activity was carried out with the childminder.
- Activities were observed during the inspection. The inspector assessed the impact that activities have on children's learning and development.
- The inspector spoke to the childminder and children during the inspection.
- The written view and opinions of parents were taken into account during the inspection.

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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