

Childminder report

Inspection date: 26 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 in this homely environment. All children arrive confidently and separate from their parents with ease. Those children who need extra support benefit from the childminder's swift and nurturing approach. This means that children settle quickly and fully engage in their learning. Children feel safe and secure in the childminder's care. They form secure and meaningful relationships. Children are keen to share their experiences and news as the childminder listens intently. For example, children retell stories and events from home.

Children learn new skills as they receive support and encouragement from the childminder. For instance, children decide to make colour pictures and draw pictures for their parents using various resources. This challenges their coordination and fine-motor skills as they practise writing and pencil control. The childminder uses skilful modelling and meaningful praise to help children to develop resilience and a sense of pride.

Children benefit from a language-rich environment. The childminder regularly engages children in discussions. She models language clearly and introduces new vocabulary. Children learn to hold two-way conversations, expressing their ideas and desires with confidence. They develop a love of stories and rhymes. Children regularly sing as they play and enjoy read stories independently and with the childminder. As a result, children gain the skills they will need to be effective communicators.

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

- The childminder monitors children's progress well. She talks with confidence about children's starting points in learning, how they are progressing and what they need to learn next. The childminder completes personalised next steps in development, which are displayed for parents to see. This allows her to monitor children's progress and identify any potential gaps in their learning. Children contribute their ideas and talk about the things they like to do with the childminder. As a result, children make good progress.
- The childminder works closely with parents and carers from the moment children begin at the setting. During the settling-in period, the childminder gathers information about children, including information about their learning and development. Throughout the year, the childminder continues to share this information with parents.
- Parents comment that the childminder shares close bonds with children. They say that children are 'excited' to go to her every morning. This helps children's well-being and confidence. Parents report that they could not ask for a better

person to care for their children.

- The childminder focuses on offering children daily opportunities to be physically active in play. For instance, children smile with joy as they independently climb up and slide down equipment in the garden. In addition, the childminder takes children on daily walks and outings, such as to parks and nature spots. This helps children to learn the large physical skills they need to explore their environment.
- The childminder teaches children to share and think of others. Children learn to appreciate differences and celebrate individuality. Their behaviour within the setting is very good because the childminder supports children to understand the impact of their actions and words on others. The childminder supports children to independently resolve conflicts. For instance, children explain about 'thinking time'. Children display excellent behaviours and show kindness to their friends.
- The childminder promotes children's good health. She encourages parents to provide their children with healthy snacks and lunches. Children learn about foods that keep the body healthy and the importance of drinking water to stay hydrated. They practise good hygiene practices, such as as they wash hands after outside play and before meals. Children discuss how often they should brush their teeth and why.
- Children are independent and confident in their play. They select their own activities and help to tidy away at the end of the session. The childminder supports children to develop skills in counting and shape recognition. However, on occasions, the childminder does not consistently extend older children's understanding of simple calculation to extend their mathematical skills further.
- The childminder reflects on her practice and seeks the views of parents. She completes some training and strives to keep her knowledge up to date. However, she does not target professional development to help to raise the quality of education to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is confident in her knowledge of safeguarding and the issues within the local area. She works closely with the local authority to gather information and highlight any issues she may need to be aware of. The childminder is confident to report any concerns she may have about the children, making records so she can effectively monitor them. Through training and reading, the childminder ensures that she keeps up to date with ongoing changes. The childminder ensures the ongoing suitability of everyone in her household. She makes sure that all areas of her home are safe for children to play in and updates risk assessments as required. For example, when a puppy is introduced to the home.

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
- focus on how professional development opportunities can be used to raise the quality of the already good practice to an even higher level.

Setting details

Unique reference number	EY461434
Local authority	Stockton-on-Tees
Inspection number	10301313
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	16
Date of previous inspection	15 January 2018

Information about this early years setting

The childminder registered in 2013 and lives in Stockton-on-Tees. She operates all year round, from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides overnight care.

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 completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector through written comments.

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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