

Childminder report

Inspection date: 3 October 2023

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| 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 show they feel safe with the childminder and have close relationships with her. The childminder is warm, caring and nurturing towards children. She gathers information about their care needs and provides flexible settling-in arrangements to help her get to know children. Since the pandemic, the childminder encourages parents to drop children off at the door to minimise cross infection and prevent children from becoming upset at collection times. Parents are happy with this arrangement and say they receive good communication through pictures and the daily diary. This helps to promote continuity of care for children. Children benefit from the regular words of praise from the childminder. They show high levels of confidence and self-esteem.

The childminder prepares the playroom with activities children are interested in. They show excitement and enthusiasm to join in. For example, babies enjoy making marks in the paint with their fingers. Young children talk about their experiences of autumn and the colours they are using. The childminder helps older children prepare to move on to school and has clear aims for their progress. She helps them to use mathematical language in their play and encourages them to count out the bears for the corresponding colour on the dice.

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

- Children are keen to join in with activities and engage in their learning. They explore the playroom with excitement and show confidence as they choose where they want to learn. The childminder has an effective balance of child-led and adult-led activities. She prepares children for the next stages in their learning and provides an exciting curriculum, which helps children make good progress.
- The childminder helps children to develop their communication and language skills. For instance, she models key words to babies and they copy her actions as they explore the shiny sensory resources. Children enjoy stories and discuss what they think is happening and why. Young children use an extensive vocabulary and use sentences to hold conversations and play imaginatively.
- The childminder divides her time well, as she works with children with a wide age range. However, on occasion, she does not focus her teaching on meeting children's individual learning needs. For instance, the childminder asks older children the same questions as younger children as they paint. She misses opportunities to challenge and extend their small physical skills as they make marks.
- Children have good relationships with the childminder. They benefit from robust settling-in sessions and the childminder gathers information from parents. This helps her to meet their care needs and plan activities they are interested in from

the start. Babies show they feel safe with the childminder and stay close to her for reassurance.

- The childminder promotes children's good health and encourages them to be independent. For example, young children learn how to wash their hands and use the toilet independently. Older children talk about the impact of healthy eating and learn about fruits and vegetables as they enjoy their healthy snack.
- The childminder promotes children's positive emotional well-being. She gently reminds young children to wait for their turn. She is a positive role model for them and reminds them to say please and thankyou consistently. Children's behaviour is very positive. They are kind to each other and begin to develop good social skills.
- The childminder has not yet established partnerships with other settings children attend, such as the school nursery. This means she cannot effectively share or gather information to continue children's learning in the setting, to further promote continuity.
- The childminder regularly provides her assistants with supervision and encourages them to attend training to refresh their skills and knowledge. For instance, both assistants have relevant first-aid qualifications and have accessed child protection training.
- Parents are very happy with the care and learning experiences the childminder provides. They leave very positive feedback for the inspection. For example, they are 'thrilled' with aspects of the provision, such as the communication and settling-in processes.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to keep children safe from harm. She has a clear understanding of the potential signs of abuse, and knows how to record and report concerns about children's welfare. The childminder regularly attends and accesses training for child protection, to stay refreshed on current issues and concerns. For example, the childminder discusses the potential signs of neglect and female genital mutilation. She ensures her assistants are aware of the procedures to follow, including how to contact the local safeguarding partners. The childminder teaches children how to stay safe. For example, she carries out regular fire drills and children share their knowledge of what to do in an emergency. The childminder ensures her assistants are suitable to work with children. They have enhanced Disclosure and Barring Service checks.

What does the setting need to do to improve?

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

- focus teaching more sharply on children's individual next steps, to help them

make even more progress

- establish partnership working with other settings children attend, to promote continuity of learning.

Setting details

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|----------------------------------------------------|-----------------------------------------------------------------------------------|
| Unique reference number | EY457936 |
| Local authority | Stockton-on-Tees |
| Inspection number | 10310922 |
| 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 | 1 to 8 |
| Total number of places | 12 |
| Number of children on roll | 16 |
| Date of previous inspection | 28 March 2019 |

Information about this early years setting

The childminder registered in 2015 and lives in Billingham, Cleveland. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She works with two assistants. The childminder has a relevant early years qualification at level 3.

Information about this inspection

Inspector

Michelle Lorains

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 setting and has taken that into account in her evaluation of the setting.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- A joint observation was completed by the childminder and inspector, indoors during a planned activity.
- The inspector held a discussion with childminder in relation to the leadership and management of the setting. She looked at relevant documentation, such as evidence of the childminder's, and her assistants', suitability to work with children.
- The childminder obtained written feedback from parents for 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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