

# Childminder report

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Inspection date: 5 October 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 in the childminder's care. They are offered a flexible introduction to her setting. The childminder gains detailed information from parents, including what children already know and can do. She knows the children very well. This helps her plan her curriculum. Children settle quickly and develop a strong attachment to the childminder. She is warm, responsive and kind. Children happily seek her out for comfort and reassurance when they need it and are able to have access to their comforters. This helps them feel safe and secure.

The childminder places a strong focus on supporting children's communication and language skills. She precisely plans activities that capture children's interests and support their next steps in learning. For example, children listen and concentrate intently as they play a matching game. They explore the objects that they match. The childminder models simple clear language in relation to the object. This helps broaden children's vocabulary.

Children's behaviour is good. They are enthusiastic to learn. The childminder is skilful at following children's interests and adapts the routines to meet children's needs. She recognises children's individuality and provides personalised care and education. This supports children's self-esteem and well-being.

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

- Children are provided with a variety of healthy and balanced meals. They also have access to fresh drinking water. The childminder provides lots of opportunities for children's physical development, both in her garden and through accessing local parks. Children are encouraged and supported to wash their hands regularly. This supports children to start to learn how they can stay healthy and clean.
- Children make good progress, as the childminder provides a range of activities and resources that are linked to their next stage of development. However, occasionally, some aspects of the activity are too difficult, so children lose interest and concentration.
- Children develop a love of books and stories. The childminder reads stories to the children as they sit around her. She chooses books linked to children's developmental progress, such as stories about toilet training. She introduces new words, such as 'texture' and 'describe', to extend children's vocabulary. She encourages their involvement, as they feel the different textures on the page of the book, and through using various puppets and props.
- The childminder gives high priority to supporting children's speaking skills. She is mindful and sings songs with them to support their language skills. She helps children recall and pronounce new words, as she talks to them as they engage

in activities. She gently reinforces the correct pronunciation of words, in context, so children hear words correctly.

- The childminder introduces children to mathematical concepts and encourages them to count. For instance, children excitedly count the bricks and link with the appropriate number. Throughout activities, the childminder introduces concepts of positional language as they discuss how the trains goes 'over' or 'under' the bridge. Children play in the mud kitchen and discuss if they need the water jug to be 'full' or 'empty'. This helps children to make good progress in this area of their development.
- The childminder makes good use of online training opportunities to help develop and extend her knowledge. She reflects on her practice and identifies areas for development. Any changes made or implemented are evaluated to identify the impact on children's progress. The childminder has good links with local schools and other settings that children also attend. Information sharing helps to promote a consistent approach to children's care and learning.
- Parents are extremely complimentary about the care and education their children receive. They comment that the activities broaden children's learning. Children eagerly share their learning at home. Parents comment that children are 'loved and cared for' and that children thrive in the childminder's care'.
- The childminder has strong partnerships with parents. She shares regular and detailed updates about their child's progress and works closely with them to support any gaps in children's learning through extending learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of her role and responsibility to keep children safe. She understands the signs and symptoms of abuse and know who to contact to raise a concern. Clear procedures are in place if an allegation is made against the childminder or her family. Daily safety checks are completed prior to children arriving and throughout the day to ensure children are safe. Prior to playing outdoors, children are reminded about playing safely. The childminder is trained in paediatric first aid, so she is able to respond to any accidents or incidents.

## What does the setting need to do to improve?

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

- adapt activities to support children's next stage of development and develop their concentration and perseverance.

## Setting details

<b>Unique reference number</b>	EY495471
<b>Local authority</b>	Stockton-on-Tees
<b>Inspection number</b>	10305069
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	9 February 2018

## Information about this early years setting

The childminder registered in 2015 and lives in Ingleby Barwick. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

## 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 childminder.
- The childminder and the inspector carried out a learning walk. They discussed the learning environment and how the curriculum is organised.
- The inspector observed the quality of teaching during activities, and assessed the impact this has on children's learning.
- The inspector observed and evaluated an activity with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the childminder's setting with the inspector through written feedback.

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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