

# Childminder report

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Inspection date: 11 December 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 and settled in the childminder's care. They form a strong bond with the childminder and develop friendships with each other. Children also have opportunities to meet with other childminder's children on a weekly basis. This helps them to develop wider friendship groups and supports their social skills and confidence.

The childminder has high expectations for children's learning and behaviour. She manages children's behaviour effectively. The childminder comforts children who are momentarily upset. She sensitively reminds children about sharing, taking turns and being gentle with their friends. The childminder highlights and promotes good manners with children. For example, she encourages children to say 'excuse me' when they want to be in a certain space. The childminder praises children when they say 'please' and 'thank you'.

Children benefit from a varied and ambitious curriculum that promotes all areas of learning. The childminder places a strong focus on promoting children's communication and language. She comprehensively tracks and assesses children's skills and knowledge. As a result, all children make good progress in all areas of learning and development. The childminder completes progress checks, which include appropriate next steps in learning for each child. She shares these with parents to also support their child's learning at home and to build on what children already know and can do.

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

- The childminder promotes children's health and personal development well. She implements good hygiene routines with children. The childminder also reminds children to cover their mouth when coughing. She liaises closely with parents to support children with toilet training when they are ready. However, although drinking water is readily available, it is not as easily accessible for the younger children who may not be able to reach their cup independently.
- Children thoroughly enjoy outdoor play in the childminder's garden and are reluctant to come back inside for lunch. The childminder is very flexible and plans her day around children's needs and interests. She ensures that children have various opportunities to develop their fine motor and large-muscle physical skills. For example, children roll, squeeze, press and cut dough into different shapes.
- The childminder supports children's hand-to-eye coordination, such as when she throws and catches balls with them. She also ensures that children have opportunities for threading different items, such as small wooden vehicles. Some children also concentrate well when transporting water from one place to

another, using different-sized jugs and spoons.

- The childminder encourages children's engagement in some activities, such as by adding different utensils to a dough-moulding activity to keep children interested. However, she does not always support the younger children to engage and concentrate for extended periods of time.
- The childminder helps children with simple problem-solving tasks. For example, children try a crown on different toys and different heads to find where it fits best. Children also navigate ride-on toys well in order to avoid other toy obstacles in the garden.
- The childminder talks to children and sings with them to promote their communication and language skills. Children show an interest in books. They choose books independently for the childminder to read. The childminder includes, involves and engages children well in story times. For example, she encourages children to count items on pages and also to repeat key words from a story.
- The childminder also introduces different words, for example in talking about dough being 'squidgy' and 'slimy'. The childminder ensures that children have opportunities for mark-making using different resources, such as chalks and felt-tip pens. This supports children's drawing and early writing skills.
- The childminder has a positive attitude towards continuing professional development and has attended training with her local authority. For example, she has extended her awareness of attachment and trauma and of promoting 'early talk'.
- Partnerships with parents are good. Parents comment that their children are very happy and enjoy their time with the childminder. Some older children have also written comments and state that they love to attend and have made lots of new friends at their childminder's.
- The childminder introduces simple mathematical language into activities. When building with wooden bricks, children talk about 'bigger' and 'taller'. Children also sort small wooden hoops by size to ensure that all the pieces fit onto a stacking ring.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good knowledge and understanding of safeguarding issues, including the 'Prevent' duty. She is aware of the signs and symptoms that could indicate a child is at risk of harm. The childminder knows the procedures to follow should there be any concerns about a child's welfare. Her home and garden are welcoming and secure. The childminder ensures that she keeps children safe when on outings. She also helps children to learn how to keep themselves safe, including safety when around water when they visit local places of interest.

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

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

- ensure that drinking water is easily accessible for all children so they are able to reach their drinks independently
- consistently support all children's concentration skills by encouraging them to engage in activities for longer periods of time.

## Setting details

<b>Unique reference number</b>	EY464209
<b>Local authority</b>	Stockton-on-Tees
<b>Inspection number</b>	10317026
<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>	0 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	9 May 2018

## Information about this early years setting

The childminder registered in 2013 and lives in Thornaby. She operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. She is registered to provide early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Elaine McDonnell

## Inspection activities

- This was the first routine inspection the childminder had 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.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises the early years provision, including the aims and rationale for the curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and children.
- Some parents and children shared their views of the setting with the inspector by providing written statements.
- 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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