

Childminder report

Inspection date: 26 February 2024

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 are very happy and settled in the childminder's home. They show high levels of confidence as they explore her environment. Children independently select the resources they wish to use to design their own play. The childminder responds to children's needs with warmth and kindness. She automatically recognises when children need a cuddle, holding children close and using comforting words.

The childminder knows what it is she wants children to learn. She is meticulous in carrying out regular assessments of children's development. The childminder plans a curriculum to encourage children to develop the skills and abilities they need to learn next. She routinely discusses next steps in children's learning with parents. This enables parents and the childminder to work in partnership, to achieve the best outcomes for children.

Children behave very well. The childminder has high expectations for all children to show good manners and respect for others. This is seen as children of varying ages willingly share resources and instinctively say 'please' and 'thank you'. Children show great respect for the childminder's home as they automatically tidy away toys they have finished using.

Children have a wide variety of opportunities to explore the local area and places further away. For example, the childminder uses buses and trains to offer children experiences of different forms of transport. This helps to ensure that children gain a growing understanding of the world outside of their immediate environment.

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

- The childminder is a skilled storyteller. She knows to give children time to listen to what is being said and to talk about the pictures in the book. The childminder uses a range of different voices which further engages children in the story. This helps to develop children's concentration skills and foster children's love of books.
- The childminder knows to speak slowly and clearly to children. She uses the correct pronunciation of words and gives children time to respond to what has been said. The childminder helps to extend children's vocabulary through discussions. For example, as children draw volcanos, she talks about volcanos erupting and throwing flames into the sky.
- The childminder encourages children to learn about diversity and other cultures. For example, she encourages children who speak English as an additional language to use their home languages when playing. This enables other children to use new words and phrases.
- The childminder teaches children how to develop their self-care skills. She makes

certain that children wash their hands before eating and after using the toilet. The childminder and children giggle together as she makes a game out of feeling how clean their fingers are.

- The childminder supports children's independence skills, such as she encourages children to cut their own fruit at snack time. She encourages children to learn about keeping themselves healthy. For example, they talk about different fruits and how these are good for the body. The childminder keeps children safe and well as she supervises them at mealtimes. She reminds children to think about the size of the pieces of fruit they are going to eat.
- Children show an early understanding of numbers and counting. They know their ages now and how old they will be at their next birthday. The childminder encourages children to learn about numbers in context. For example, when counting blocks, she reminds children to stop when they have reached the correct number.
- Parents are very complimentary of the service the childminder provides. They speak highly of the care and commitment by the childminder for supporting their children's development. They praise the childminder for the wide range of experiences she provides for their children.
- Children are very enthusiastic when the childminder joins them in their play. For example, children concentrate intently as they work together to complete jigsaw puzzles. However, at times, the childminder does not support the development of children's thinking skills. She often tells children what to do next rather than encouraging children to think of solutions for themselves.
- The childminder ensures that all necessary qualifications, for example her paediatric first-aid training, are up to date. She accesses a wide range of safeguarding training to make sure that children are kept safe in her environment. However, the childminder does not focus her professional development to help to enhance her knowledge and skills, and raise outcomes for children to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- make better use of questioning during children's play and activities to increase their thinking skills even further
- target the plan for professional development to further enhance the quality of education.

Setting details

Unique reference number	EY331774
Local authority	Stockton-on-Tees
Inspection number	10311847
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	2 to 11
Total number of places	6
Number of children on roll	6
Date of previous inspection	12 April 2018

Information about this early years setting

The childminder registered in 2006 and lives in Stockton-on-Tees. She operates all year round, from 7.30am until 5.15pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She 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 their evaluation of the setting.
- The inspector discussed with the childminder how she delivers the educational programmes for children.
- The childminder's public liability insurance, training certificates, evidence of the her suitability and the suitability of all people living on the premises were checked by the inspector.
- Written views of parents were taken into account by the inspector.
- The inspector observed the interactions between the childminder and children, and evaluated the quality of education being provided.

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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