

# Childminder report

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Inspection date: 13 March 2024

<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 establish strong bonds with this caring childminder. They show that they are happy and settled, giggling with her as they dance to a favourite song. The childminder clearly knows the children extremely well. She is highly responsive to their needs, for example suggesting an early sleep when she senses they are tired. The childminder is an extremely positive role model for the children in her care. She speaks to them respectfully and with kindness. She reminds children to use good manners and to be kind and helpful. In response, children behave very well. They enthusiastically help to tidy up, beaming with pride when they are praised for doing so. This promotes their emotional security and sense of worth.

The childminder plans stimulating activities to support children's learning. She introduces a variety of different materials such as stones, hay, compost and water to support young children's sensory exploration. She then follows children's lead as she joins them in their play. When children do not show an interest in an activity, she quickly adapts her plans to maintain children's engagement.

The childminder provides a wealth of opportunities to help children learn about the local community. They visit shops, the library and the park. Children also gain experience of using public transport to visit places further away, such as the beach. This helps children to gain an understanding of the world around them.

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

- The childminder has a good understanding of the knowledge and skills that children need to help them to make progress. Her main focus is on supporting children to become happy and confident learners. She uses children's interests effectively when planning ways to introduce new learning or to practise recently acquired skills. For example, children's fascination with the farmyard provides an opportunity to compare the size of different animals.
- Overall, the childminder promotes children's communication and language well. She introduces new words and phrases as children play. Familiar songs, rhymes and stories help children to repeat words and short phrases. However, at times, she does not ask children to repeat the words she is wanting them to learn. She sometimes refers to animals by the sound they make, rather than by their name. This does not consistently support children to learn and say new words.
- The childminder has established strong links with the local primary school. Teachers comment that children are excited to see the childminder when she comes to collect them at the end of the day. Teachers report that she finds out what children are learning in nursery so she can continue to offer support when they are with her. She also makes sure she attends special events in school, such as performances and sports days. This helps children to feel valued.

- The childminder starts to provide children with opportunities to develop self-care skills as early as possible. She supports the youngest children to develop the skills needed to feed themselves. She helps children to be able to dress themselves and use the toilet independently. She also recognises the importance of showing children how to play together and to learn to share and take turns. These skills help children to be ready to go to school.
- Parental feedback is highly positive. Parents remark they are pleased with the way in which the childminder promotes positive behaviour and establishes clear boundaries so children know what is expected of them. Parents of children with special educational needs and/or disabilities (SEND) value the support and guidance she provides to both themselves and to their children.
- The childminder recognises her important role in keeping children safe. She supervises children vigilantly, including when they are asleep. She is quick to identify and minimise risks, for example mopping up water to prevent children from slipping. When out and about, she teaches children about road safety.
- Children benefit from plenty of fresh air and exercise. They learn the importance of washing their hands before eating. However, the childminder does not fully promote children's good health. This is because she does not consistently talk to children about healthy food choices or work with parents to consider ways they can support their children's oral health.
- The childminder continues to recognise the importance of reflecting on her own practice and seeking ways to further enhance this. She has recently carried out her own research to identify different strategies to use to support children with SEND. She also ensures that her mandatory training is kept up to date, and she values support from her local authority.

## 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:**

- strengthen teaching further to provide more opportunities to develop children's communication and language skills
- promote children's good health more consistently through helping them to make healthy food choices and working with parents to consider their children's oral health.

## Setting details

<b>Unique reference number</b>	EY362000
<b>Local authority</b>	Stockton-on-Tees
<b>Inspection number</b>	10317085
<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>	1 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	24 May 2018

## Information about this early years setting

The childminder registered in 2008 and lives in Norton, Stockton. She operates all year round, from 6am to 6pm, Monday to Friday, except for bank holidays and family holidays. She offers funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jan Batchelor

## 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 showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector considered written feedback from parents and from the local school.
- 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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