

Childminder report

Inspection date: 23 September 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are very happy in the childminder's care. The childminder is warm and caring. Children build excellent relationships with her. The childminder plans challenging activities which motivate and engage children to learn. Children understand the routines in the setting. The childminder uses picture cards to help them understand what is happening next. Children behave very well. They respond very well to the childminder's kind and respectful manner. They learn to share, take turns and listen to each other. For example, children work together to build a tower with blocks. Children solve problems and talk about how many blocks they will need to build a tower for toy dinosaurs. They confidently tell each other that they need a 'tall tower' as 'pterodactyls are big'. Older children happily pass babies their favourite books.

The childminder teaches children about how to keep themselves safe. For instance, children know the importance of picking up their toys as they might trip and hurt themselves. The childminder places a great emphasis on supporting children's emotional well-being. Older children take part in mindfulness activities and place their 'worries' in a box to discuss with the childminder. Younger children look in mirrors and learn to recognise the emotions that they are feeling. The childminder recognises the impact that the COVID-19 (coronavirus) pandemic has had on some children, especially in their social development. Therefore, she plans activities to help children to catch up in their learning. For example, the childminder takes children to local groups, such as 'sing and sign' and 'rhyme time', to help them to develop their confidence in larger groups.

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

- The childminder carries out accurate observations to gather information about children's individual stages of development. She uses this information to plan a curriculum which takes account of what children need to learn next and their interests. The childminder makes sure that she teaches children the skills that they need to be ready for the next stage of their learning and starting school.
- Children learn to communicate well. The childminder develops their language skills during all activities. For instance, she teaches children new vocabulary, such as 'fierce', 'slither' and 'squeak'. Children confidently hold conversations and recall previous events. For example, they tell the inspector that they have made apple muffins and explain how they made them.
- The childminder plans activities to support children's early literacy skills. She provides an abundance of good-quality books to encourage children to develop a love of reading. Children enjoy regular visits to the library. They concentrate and listen avidly when the childminder reads, and they join in with the story.
- Children learn to be independent and take care of themselves. The childminder

encourages children to wash their own faces, feed themselves and use the toilet independently. She provides children with healthy home-cooked meals and daily opportunities to play outdoors in the fresh air.

- Parents are extremely happy with the service that the childminder provides. They comment that they have 'hit the jackpot' when finding the childminder. The childminder provides parents with lots of information about their children's learning. Parents state that their children have made huge progress with their language development since starting with the childminder.
- The childminder works well with other professionals involved in children's care and learning. For example, she shares valuable information with health visitors and teachers, to support consistency in care and learning for children. The childminder takes time to find out what children are learning about in nursery so that she can complement this in her setting.
- The childminder works hard to enhance her knowledge to benefit the children in her care. She attends training to keep up to date with changes. For example, she has extended the opportunities for children to learn about good oral health. The childminder constantly researches different ways of teaching to help all children make the best possible progress.
- The childminder is aware of the skills that children need in order to learn to write. She plans activities that help children to develop the muscles in their wrists and fingers. For example, when children play with dough, the childminder encourages them to roll, twist, pull and cut the dough.
- The childminder evaluates her practice. She gathers the views of children and parents and takes account of these. For example, when children show an interest in dinosaurs, she takes them to a local park to explore statues of dinosaurs. The childminder has recently developed the outdoor area for children to play and learn in. She has plans to enhance the environment further to include more opportunities for children to learn about the natural world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of how to keep children safe. Her premises are safe and secure for children. The childminder attends training to extend her understanding of child protection. She knows the signs and symptoms that may indicate a child is at risk of possible harm. The childminder makes sure that she knows the procedures and contact details for the local safeguarding partnership.

What does the setting need to do to improve?

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

- implement plans to enhance the outdoor environment further, to extend children's understanding of the natural world.

Setting details

Unique reference number	2504127
Local authority	Middlesbrough
Inspection number	10191758
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 6
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Middlesbrough. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds qualified teacher status. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Melanie Vincent

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) 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 childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children, and assessed the impact on children's learning.
- The childminder and the inspector evaluated an activity together.
- The inspector took account of parents' views from written statements available.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder and adults living on the premises.

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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