

Childminder report

Inspection date: 1 February 2022

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 build secure relationships with the childminder and her assistants. They are happy and settled in their care. The childminder helps children to learn about her expectations of their behaviour. For example, she encourages them to share and take turns. As a result, children are very well behaved. Children are independent and confident, and the childminder and assistants support this well. Young children wash their hands and find their own seats at the table for snack. Older children recognise their names on individual placements. Children feel safe and settled in this warm, nurturing environment. They approach the childminder and assistant for affection and reassurance. The childminder and assistant know the children's needs well. They provide cuddles and support when needed. Children soon settle and fall asleep on the assistant's knee.

Children are keen to engage with the childminder and take part in the activities she offers them. Older children show good imagination as they play. For example, they pretend to bathe, change and feed the dolls. The childminder supports children's critical thinking and problem-solving skills. For example, she helps them to work out where to place the pieces of an inset puzzle. Children persevere and cheer when they succeed. This helps to develop their confidence and self-esteem.

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

- The childminder carefully considers the areas of learning. She plans a wide range of exciting activities and experiences for children. For example, older children happily manipulate dough to create worms and butterflies. Babies relish playing peekaboo with the assistant. However, during some adult-led activities, the childminder does not always consider what she wants individual children to learn next.
- The childminder and her assistants regularly evaluate the setting. They have team meetings and consider what improvements they would like to make. For example, they have adapted their tracking tool, so that there is less paperwork. However, the childminder has not yet fully developed effective supervision sessions with the assistants, in order to raise the quality of teaching to an even higher level.
- Partnership with parents are strong. They are very complimentary about the childminder and her assistants. Parents comment how much progress their children have made since they started at the setting. The childminder and assistants give parents updates about how they can support their children at home. However, the childminder does not gather vital information from parents, about what children already know and can do when they first start at the setting.
- Children are helpful, kind and polite. They respond well to the childminder's age-

appropriate requests. For example, toddlers help to tidy up after playing. Older children remove their shoes when they arrive at the setting. The childminder encourages children to remember to say please and thank you.

- Children's communication skills are well supported. The childminder and assistant talk to children as they play. They speak clearly and repeat words back, so that children can hear them pronounced correctly. The childminder asks children questions to extend their learning. She gives them time to think about what they want to say before they respond. For example, the childminder asks what animals they might find in their garden. Children respond 'a hedgehog'. This helps to develop children's critical thinking and language skills.
- Children have lots of opportunities to be physically active. They go on walks to the local park and enjoy trips to the beach. They have daily access to the childminder's garden, where they can use the space to run and jump. The childminder talks to children about the importance of eating healthy food and dental hygiene.
- The childminder promotes children's mathematical and literacy skills well. For example, children foster a love of books as they sit with the assistant and listen to 'Room on the Broom'. Children access books with their friends and look at them independently. Furthermore, children compare size and length of their rolls of dough. The childminder encourages older children to count as they add sticks to their dough hedgehog.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants know how to keep children safe from harm. They have a secure knowledge of the signs and symptoms of abuse, and are confident of the procedures to follow, should they need to make a referral. The childminder and her assistants have attended a safeguarding course to update their knowledge. The childminder receives regular updates from the local authority and shares any safeguarding information with her assistants. The childminder is confident of the procedures to follow, should an allegation be made against her or one of her assistants. Risk assessments have been completed to ensure any risks in the home, playroom and garden are minimised.

What does the setting need to do to improve?

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

- plan adult-led activities more precisely to ensure they focus more on what individual children need to learn next
- develop supervisions further to focus even more effectively on enhancing the already good teaching practice
- gather vital information from parents, about what their children already know,

and can do when they first start at the setting to ensure planning is effective from the very beginning.

Setting details

Unique reference number	2544165
Local authority	Redcar and Cleveland
Inspection number	10215471
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 9
Total number of places	12
Number of children on roll	20
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Redcar. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder works with two assistants. One assistant is qualified to level 6. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Campbell

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the assistant, the childminder and children.
- Children spoke to the inspector during the inspection.
- The inspector carried out joint observations of two activities with the childminder.
- Parents shared their views of the 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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