

Childminder report

Inspection date: 15 March 2024

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 happy and confident in the childminder's and her assistant's care. They provide a warm and welcoming environment where children feel safe and secure. Children build strong bonds with the childminder and her assistant. They are comforted by reassuring cuddles, which supports their emotional well-being. The childminder and her assistant have high expectations for children's behaviour. They model positive interactions and help children to develop an awareness of the feelings of others.

The childminder provides lots of opportunities for children to explore a range of materials and textures. This supports their sensory development and creativity. Young children demonstrate pride in their achievements. For example, they squeeze and roll play dough with their hands to create a 'caterpillar' and proudly tell the childminder, 'I did it!' The childminder and her assistant provide children with an abundance of praise and encouragement. This helps to boost their confidence and acknowledges their achievements.

Children thoroughly enjoy music and song time. They enthusiastically join in with the actions to the songs by stretching their arms high and low as they wave the scarves. Children go on regular outings away from the setting, such as nature walks, which helps to support their understanding of the wider environment.

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

- The dedicated childminder regularly engages with training opportunities to improve her knowledge and skills. She accesses courses that are relevant and will have a positive impact on outcomes for children attending. The childminder ensures that her assistant keeps up to date with essential training and monitors her practice through observation. However, the childminder does not reflect ambitiously enough on the overall quality of the setting. She does not yet set clear targets for the future aimed towards raising the standards even higher.
- The childminder regularly monitors children's progress to help her to identify any gaps in their development and to quickly address these. The childminder and her assistant plan a wide variety of enjoyable and engaging activities which motivate and support children to make progress. Learning is meaningful and well sequenced. The childminder and her assistant join in with children during activities and give clear and simple instructions, which they happily follow. This keeps children engaged for long periods and captures their concentration and focus.
- The childminder and her assistant support children's language and communication development well. They talk to children about what they are doing during activities and introduce new words, which helps to build their

vocabulary. The childminder and her assistant speak slowly and clearly, repeating words back if children mispronounce them. Children enjoy listening to stories, and the childminder asks older children questions to encourage their recall.

- The childminder skilfully introduces mathematics into everyday activities. Children are encouraged to count, and they explore and understand size, quantity and positional language. They acquire a good range of key skills in preparation for their next stage of development and the eventual move on to school.
- Children enjoy many opportunities to develop their physical skills. They enjoy prodding and stretching play dough to strengthen their hand muscles. Outdoors, they enjoy the toy cars and the small-world animals. Children benefit from visiting the library and soft-play centres and going on woodland walks. This helps to build their confidence and awareness of the world around them.
- Children learn good personal hygiene routines. For example, they are familiar with brushing their teeth and washing their hands before eating. The childminder encourages children to feed themselves from a young age and praises their efforts. She works closely with parents to help ensure that the food provided for children is healthy and nutritious.
- Parents are full of praise for the service the childminder and her assistant provide for their children. They describe how their children have 'come on leaps and bounds' and say how much their children enjoy their time with the childminder and her assistant. The childminder shares regular information with parents about their children's care and experiences. She also offers suggestions to help them further support and extend their children's learning at home.

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:

- reflect more ambitiously on the overall quality of the setting and set clearer targets for future development to help raise standards as high as possible.

Setting details

Unique reference number	2649286
Local authority	Redcar and Cleveland
Inspection number	10332863
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	1 to 7
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Middlesbrough. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Janet Fairhurst

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 had a discussion with the childminder about how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact on children's learning. She spoke with the childminder's assistant and children during the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector held a meeting with the childminder. She looked at relevant documentation and evidence of the suitability of adults working on the premises.
- The inspector took account of parents' views through written feedback 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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