

Childminder report

Inspection date: 9 April 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

The childminder plans an ambitious curriculum for children. She gives their personal, social and emotional development a high priority. Children demonstrate they are very happy in her care and feel comfortable and safe. They show high levels of perseverance, independence and concentration.

The childminder is keen for children to choose their own learning. She creates a wonderful play environment. Children relish the wide array of play opportunities on offer and show good physical dexterity as they mould and decorate dough into pizzas and create sea turtles in wet sand. They explore 'discovery' baskets full of interesting items and books and work out how to use tweezers to match coloured pom-poms with coloured flowers.

The childminder is a very positive role model for children. She is kind and caring and very sensitive to each child's needs. For example, she instinctively recognises when children may need a little extra support and encouragement. Children behave very well and are proud of their learning environment. They play cooperatively across the different ages and regularly embrace one another with hugs. Older children are caring towards younger friends, making sure that they take their turn in games. This helps children to learn to be respectful and builds caring relationships. These are skills that help to ensure that they are well prepared for starting school or nursery.

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

- The childminder is a very good teacher. She uses her knowledge of child development to plan fun, interesting and challenging learning experiences for children. Any gaps in learning diminish quickly and children make good progress towards their learning goals.
- The childminder teaches mathematics well. She uses good techniques and questions to introduce number, shape and size. For instance, children are totally engaged as they count, compare and cut fresh daffodils to fit different-sized vases. Children accurately discuss capacity during sand play and confidently shout out the number of the target hole where they intend to throw a ball.
- Children make excellent progress in their communication and language development. The childminder skilfully interacts with them and shows a genuine interest in their ideas and what they say. Children beam as she says, 'You have the best ideas.' Children burst into song at every opportunity and readily ask to be read to. They are confident and competent communicators. For example, children giggle at photos that the childminder has made into books, as they fondly remember activities they have taken part in with the childminder and their friends.

- The childminder supports children to live a healthy lifestyle. For instance, children enjoy a healthy range of food and drinks and play outside regularly in the fresh air. Children learn about different foods and enjoy the responsibility of selecting which fruit and vegetables they would like to eat. They discuss with confidence that their favourite fruit is watermelon, as they readily eat raspberries, blueberries and pineapple at snack time.
- The childminder ensures that children learn about differences and similarities beyond their own experiences. She discusses the importance of respecting others and provides first-hand experiences where children can learn about culture, faith and religion. For instance, children try different foods from around the world and go on visits in the local community.
- The childminder provides excellent encouragement to children to carry out small tasks for themselves. Children develop high levels of independence and confidence in their own abilities. They get themselves ready for outdoor play, serve their own lunch and go to the toilet independently. The childminder successfully helps them understand about risks and good hygiene routines.
- Partnerships with parents are strong. The childminder knows children and their families well. Parents say they are kept well informed of their children's development progress and receive regular newsletters. These include any new changes to her policies and procedures that help keep children safe.
- Overall, the childminder uses the knowledge and skills gained through her training, experience and her own research to identify areas for improvement, such as developing the outdoor play spaces even more. However, although the childminder has established successful partnerships with other early years settings that children attend, she does not consistently share and gather details of information to support children's progress even further.

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 information-sharing with other professionals involved in children's lives to ensure that their learning and development and well-being are fully supported.

Setting details

Unique reference number	2657922
Local authority	Hartlepool Borough
Inspection number	10332915
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	2 to 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Hartlepool. She operates all year round, from 7.45am to 5.45pm, Monday, Tuesday and Thursday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jan Harvey

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 her setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- The inspector spoke to children to find out about their time at the childminder's setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024