

Childminder report

Inspection date: 12 July 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 provides a warm, caring and nurturing environment for children and families. Children show they feel happy, safe and secure with the childminder and her assistant. They are keen to explore their surroundings and play independently. The childminder helps children to prepare for the next stages in their learning and build on their existing knowledge. For example, children share their knowledge about how plants grow and thoroughly enjoy planting their carrots from the seed paper. They show enjoyment in stories and listen intently to the childminder's assistant.

Although the childminder registered her setting after the COVID-19 pandemic, she has reflected on the impact of this on children's learning and experiences. For example, she helps children to enjoy learning outdoors and celebrates difference and diversity. This helps children to develop a good understanding of the world around them. Children have good social skills and show confidence in social situations as they call out 'good morning' to the other allotment users. The childminder and her assistant consistently model good manners and provide children with consistent behavioural boundaries. They have high expectations for children. Children are well-mannered and very polite.

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

- The childminder provides an exciting, challenging curriculum for children. She teaches children through their play and plans activities that are based on their interests and stages of development. The childminder ensures her assistant understands what children need to learn, and they regularly reflect on the impact of their teaching on children's progress.
- The childminder encourages children to make good progress in their communication and language development through regular stories and songs. She swiftly identifies where there are potential delays and makes referrals to the relevant agencies. Although the childminder has accessed training to support this area of children's development, she has not yet implemented strategies to focus on closing the gaps in children's learning.
- The childminder and her assistant work closely together to plan exciting activities that children enjoy. The childminder supports her assistant to access a wide range of professional development opportunities and they attend training together. However, during activities, the childminder does not provide specific direction to her assistant to help her focus her teaching.
- Mathematics is a strong area of the curriculum. The childminder naturally models mathematical language to children through their day and helps them to incorporate this in a relevant and purposeful way. Young children show very good knowledge of numerals and can count objects accurately past five. They

enjoy filling and emptying plant pots and talk about how things 'float' in the mud kitchen at the allotment.

- The childminder supports children to build good levels of independence and self-care to help them prepare for the next stages in their learning, such as school. Children are keen to start using the toilet and develop their awareness of healthy choices. The childminder promotes children's oral hygiene and helps them to brush their teeth in her setting.
- Children's behaviour is very good. The childminder and her assistant are good role models for children and have positive relationships with children and each other. Young children receive praise when they share and take turns without any support. They are keen to learn and enthusiastic to join in with activities.
- The childminder gathers information about children and their families when they start. She uses this to carefully consider children's experiences and how she can broaden their knowledge. Children thoroughly enjoy using the allotment and are proud of the fruits and vegetables they have grown. The childminder regularly takes children on trips out of the setting, such as to the museum. This helps them to learn about the wider world.
- The childminder and her assistant have positive relationships with parents and other settings children attend. They share information about children's learning to promote continuity. Parents leave positive feedback for the childminder. They say that she is 'caring and empathetic towards families' and that 'children have made significant progress since they started'.

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:

- enhance understanding of how to support children's communication and language skills even further and implement strategies to help to close gaps in children's learning
- help the assistant to focus their teaching during activities to maximise children's learning.

Setting details

Unique reference number	2662367
Local authority	Stockton-on-Tees
Inspection number	10354504
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	0 to 2
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 2022 and lives in Stockton-on-Tees. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder is registered to work with an assistant. She provides funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Michelle Lorains

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 her evaluation of the setting.
- The inspector observed the quality of teaching during activities, indoors and outdoors and assessed the impact this has on children's learning.
- A joint observation was completed by the childminder and the inspector, outdoors during a planned activity.
- The inspector held a discussion with childminder in relation to the leadership and management of the setting. She looked at relevant documentation, including evidence of the childminder's and her assistant's suitability to work with children.
- The inspector spoke to parents and obtained feedback for the inspection.

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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