

Childminder report

Inspection date: 30 October 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 has a good understanding of children's individual needs and routines, which is gained through effective settling-in arrangements and communication with parents. Children are visibly happy, content and have fun in this nurturing environment.

The childminder places a strong focus on the ways in which children listen and build on their language skills. For example, children listen carefully to a story being read to them. They become excited to join in with a singing activity. They show confidence and eagerness to join in with popular verses. Children confidently copy the childminder as she models the actions to their favourite songs. This activity provides a clear indication of how children are developing a positive attitude to learning and a growing attention span.

Children enthusiastically make marks using paint and pencils. Older children practise following patterns in preparation for writing their names. The childminder successfully teaches children the language of feelings and to understand the different emotions that they may have. For instance, children are keen to demonstrate different facial expressions and confidently show their 'happy' faces. Children behave well. For example, they share resources well and older children take turns with their younger friends.

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

- The childminder has a thorough understanding of the different areas of learning and of how children learn. She understands how to sequence children's learning and the importance of revisiting key concepts to embed learning. The childminder is clear about what she wants children to learn next based on what they already know and can do. She plans for their learning effectively, taking children's individual interests into account.
- The childminder recognises the importance of promoting children's physical development. She provides children with many opportunities to strengthen their small and large muscles as they play. For instance, toddlers who are learning to walk are encouraged to stand and are praised when they take steps. Children nip, squeeze and prod play dough, which helps to strengthen their small hand muscles. They use their large muscles to lift the pumpkins up and express that they are really heavy.
- Overall, the childminder promotes an inclusive environment. For example, children take great pride in selecting their photo to put on the attendance board. However, occasionally, the planning for children who do not attend frequently is not considered fully. This means that not all children are able to participate fully in some adult-led activities, such as self-registering.

- Children's care needs are met well. The childminder anticipates when children are tired. She knows what will soothe children and gives them plenty of cuddles. However, she does not always encourage children to put their dummies away when they do not need them. This does not support children's developing language skills.
- The childminder supports children to develop a good understanding of early mathematical language. For instance, as children use different coloured dough, they are encouraged to identify the colours. Older children use mathematical language, such as 'spiral', and name various shapes correctly. Children learn to count in sequence.
- Children are offered a wide variety of opportunities to learn about their local community and socialise with larger groups of children. For instance, they enjoy frequent trips to the park and library, and they attend local activity groups. They also visit the local care home and enjoy activities with the elderly residents. This helps to boost children's confidence and social development.
- Parents are very happy with the provision. They say that their children are excited to attend, have fun and feel safe. Parents comment on the quality of care and the loving atmosphere created by the childminder. They appreciate the childminder's professionalism and say that communication is very good.
- The childminder regularly reflects on her practice. She is committed to developing her knowledge and understanding, and that of any assistants she works with, to support children in their care. This supports the continual improvement of her service.

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 planning for older children so that they are fully included in all adult-led activities
- support children to only use their dummies at appropriate times during the day.

Setting details

Unique reference number	2693303
Local authority	Hartlepool Borough
Inspection number	10367282
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 8
Total number of places	13
Number of children on roll	29
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Hartlepool. She operates all year round from 7.30am to 5pm, Tuesday to Friday, except bank holidays and family holidays. The childminder works with assistants. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Janet Fairhurst

Inspection activities

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

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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