

Childminder report

Inspection date: 5 December 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 settled in the childminder's very welcoming and well-resourced environment. They hurry into her home and are warmly greeted by the childminder. The strong bond between the childminder and children is unmistakable. Children know she will recognise when they are tired and that she will snuggle them in closely. This helps children to feel safe and secure in her care.

The childminder skilfully uses the information she gathers through detailed observations to provide activities that engage children and spark their interest. This enables her to plan for children's next stage of learning. Children show good levels of concentration and determination, and a 'can-do' attitude to their learning. They concentrate as they practise pouring lentils from one container to another. Children persist until they move them all and then start again.

The childminder is skilled and knows when children need her to join in their play. For example, she shows children how to use the spoons and they practise serving foods for their friends. This encourages children to copy the movements, further developing their skills and abilities. Children behave well for their young ages. They show great respect as they help to tidy up and are polite as they eagerly say 'please' and 'thank you'.

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

- The childminder has a secure understanding of child development. She works in partnership with parents to find out what children know and can do. The childminder uses this information well to inform a sequenced and varied curriculum. However, during some activities, she does not consistently build on the skills that individual children need to learn next to raise their achievements further. Such as providing smaller modelling tools for older children.
- The childminder skilfully incorporates early mathematics and literacy into children's play to further promote their good progress. For example, as toddlers play with pine cones, the childminder encourages them to compare their size and count them. She provides lots of opportunities for children to strengthen their hands and fingers, such as by playing with dough. This helps children to develop the physical skills they will need as they learn to write.
- The childminder is highly responsive to children's needs and their early communications and gestures. She is always on hand and listens to children so that she can offer support and encouragement. For example, when children gesture that they want help with building towers, the childminder demonstrates how to start them off, which enables children to succeed.
- Partnerships with parents are good. The childminder adopts a professional approach in building effective relationships. Parents comment on the supportive

and nurturing environment that she provides. They report that she goes above and beyond to ensure children are progressing. Children benefit from the successful partnerships and have consistency in their learning.

- The curriculum for physical development is strong. The childminder helps children to develop skills for the next stage of their learning. She ensures that children have plenty of opportunities to be physically active on their outings. The childminder plans opportunities for children to practise climbing and balancing while they visit local parks. This helps to develop children's larger muscle movements and coordination.
- The childminder values preparing children for their future learning. She prioritises their personal, social and emotional development and supports them to learn how to regulate their emotions. The childminder does this through modelling to children how to be kind and share resources with their friends.
- The childminder reflects on her practice to provide children with quality care and education. She completes regular mandatory training, such as first aid and safeguarding. However, opportunities to undertake further professional development to enable her to promote outcomes for children further are not as strong.
- The childminder makes changes to the environment to support children's learning. For instance, she has moved toys and resources for children to access into another room in her home. This allows children to have a quieter space, with less distractions when she implements planned activities. This change has resulted in children being more focused during these times.

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:

- build more consistently on children's next steps in learning to support them to make the best possible progress
- identify areas for professional development to raise the quality of practice and improve outcomes for children further.

Setting details

Unique reference number	2696548
Local authority	Middlesbrough
Inspection number	10368131
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 5
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 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 appropriate qualification at level 3. She offers government funded childcare.

Information about this inspection

Inspector

Eileen Grimes

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder and the inspector discussed how the curriculum is implemented and the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- 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.

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