

Childminder report

Inspection date: 7 June 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 children with a nurturing and caring environment. She gathers information from parents to help her get to know children when they first start. This helps her to plan challenging activities that help children to make good progress. Children show they feel safe and secure with the childminder. They explore the resources with interest and show enjoyment in role-play activities and mark making around the playroom. The childminder focuses on helping children build secure foundations for their future. This helps them to prepare for the next stages in their learning, such as starting school.

Since the COVID-19 pandemic, the childminder has focused on developing children's independence and social skills. She is passionate about developing children's awareness of the world around them and regularly takes children on trips into the community. Children learn how to put their own coats on and take an active part in their own self-care. The childminder is a good role model for children. She provides clear boundaries and has high expectations for them. Children's behaviour is very positive. They are well mannered and kind to each other.

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

- The childminder provides an exciting curriculum that is clearly focused on meeting children's individual needs. She knows children very well and uses her knowledge of child development to identify any areas of development to focus on and close potential gaps in learning. Throughout the session, the childminder skilfully adjusts her teaching to support children in different ways.
- The childminder makes the most of opportunities to promote children's communication and language development. She models very clear language to children and sensitively helps them to correctly pronounce words. Children with advanced language are appropriately challenged to think about using sentences and descriptive words as they play. They discuss their ideas as they work creatively, and the childminder explains the meaning of new words.
- Children are well prepared to start school. For instance, the childminder provides activities from an early age that help children develop fine motor skills. Children use the pipe cleaners and cereal hoops to practise threading as they make bird feeders. The childminder encourages them to develop their mathematical skills and count the hoops they thread. The childminder provides teachers with information about children's preferences and development to help promote continuity.
- The childminder teaches children about how to stay safe and consider risks in their environment. For example, children show an understanding of water safety near the pond and know they must hold hands as they walk to the park. The childminder gathers information from families to celebrate different cultural

backgrounds. She has established contacts with other childminders and children around the world, such as Australia. They share photos and pictures of their cultural creative activities.

- The childminder promotes children's good health and ensures that they have plenty of opportunities for fresh air and exercise. Although children regularly spend time out of the setting, the childminder does not consistently focus her teaching to maximise children's progress. Children benefit from healthy snacks and understand the importance of good hygiene. They wash their hands before they eat, and the childminder teaches them about germs.
- The childminder shows dedication and commitment to providing high standards of care and learning for children. She regularly reflects on her practice and evaluates the effectiveness of her setting. The childminder accesses training and professional development to continually refresh her skills to work with children. For instance, she has recently sought advice to help her support children's speech and language skills.
- Partnerships with parents are effective. The childminder sends resources and activities home for parents to engage in with their children. She keeps them informed about their children's day and their development. Parents leave very positive feedback about the childminder. They say the childminder has an 'extremely accommodating nature, mothering advice, early years expertise, love, care and attention'.

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:

- focus her teaching on trips out of the setting, to consistently help children make good progress.

Setting details

Unique reference number	2757369
Local authority	Stockton-on-Tees
Inspection number	10352702
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 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Billingham. She operates all year round, from 8am 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 for two-, three- and four-year-old children.

Information about this inspection

Inspector

Michelle Lorains

Inspection activities

- This was the first routine inspection the setting 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 during a planned trip out of the setting.
- The inspector held a discussion with childminder in relation to the leadership and management of the setting. She looked at relevant documentation, such as evidence of the childminder's, and her assistant's, suitability to work with children.
- The childminder gathered feedback from parents 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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