

Childminder report

Inspection date: 13 August 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. They form good relationships with each other and with the childminder and her family. Children also have opportunities to form wider friendship groups and regularly meet with other childminders and children. This helps to promote their social development and skills. The childminder ensures a calm, positive and welcoming environment. She sensitively reminds children to share and take turns and praises them when they do. Children are well behaved. They have a positive attitude and enthusiastically join in all activities.

Children benefit from a good curriculum which helps them to learn the skills they need to progress. The childminder regularly assesses children's learning and skills. She uses the information to plan for each child's next steps. For example, the childminder ensures a 'busy board' is readily available for children to practise different fastenings, so they can fasten their own coats and shoes. All children are making good progress in their learning and development. Children's care and welfare needs are also well met. The childminder has supported children with potty and toilet training routines. She also ensures children receive healthy snacks and that their individual dietary and health needs are met.

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

- Children have choices about what fruit they would like for snacks. Their physical and early mathematics skills are promoted when they chop the fruit and count the pieces. The childminder also promotes good hygiene routines and the children understand why they wash their hands.
- The childminder supports children's learning well, overall. She helps them to engage for extended periods of time. For example, by asking appropriate questions to promote their thinking and language skills. This also promotes children's concentration and helps prepare them for school. However, some activities, although enjoyable, are not sufficiently challenging for the more able children, to build on what they already know and can do. This includes tasks, such as colour-matching activities.
- The childminder is skilled at knowing when to 'sit back' and allow children to develop activities themselves, using their own ideas. For example, children concentrate to sort animals into different groups following a farm yard activity.
- There is a strong focus on promoting children's language and communication skills. The childminder ensures that she engages children in regular discussions, singing and story times. Children also happily tidy away toys while singing a 'tidy up' song.
- The childminder ensures that children have lots of opportunities for learning within the local community. For example, they regularly visit a 'sing and sign' session, soft play sessions and enjoy rides on the bus to the farm.

- Children also learn about 'people who help us' within the community. There is a visit to the local fire station scheduled and children have collected related books from the library. The childminder ensures that all children are included and involved. Children are allowed to attend the setting when it is not their usual day, so that they do not miss out on certain visits or learning experiences.
- Children benefit from a well resourced and attractive outdoor play area. They enthusiastically engage in mark making activities outdoors. This helps to promote their physical development, creativity and early literacy skills. However, children cannot routinely or independently access mark-making items when indoors, to further extend their skills.
- The childminder works well in partnership with parents. She keeps them regularly informed of their child's development and progress. Parents and children shared very positive comments about the provision.
- The childminder has a positive attitude towards her continuous professional development. For example, she has completed additional training since her registration and has also accessed some Ofsted webinars to increase her knowledge.

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:

- continue to evaluate learning experiences to ensure they are sufficiently challenging for the more able children and build on what children already know and can do
- ensure that children can easily and independently access mark-making resources indoors, in order to support their creativity and early literacy skills.

Setting details

Unique reference number	2759143
Local authority	Middlesbrough
Inspection number	10349528
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 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in the Tollesby area of Middlesbrough. She operates all year round from 7.30am to 5pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector
Elaine McDonnell

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 the setting.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the curriculum is implemented and the impact this has on children's learning.
- 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 inspector spoke to children, to find out about their time at the setting.
- The inspector took account of parent and children's written views as part of the inspection.
- The childminder provided the inspector with key documentation used for the efficient management of the setting.

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