

Childminder report

Inspection date: 16 February 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder provides a safe, stimulating environment for children. She has close relationships with them and knows them very well. Children are happy and settled in the childminder's home. They explore the resources with enthusiasm and their behaviour is exceptional. The childminder promotes children's personal, social and emotional skills. For instance, they regularly attend different groups with other childminders and use local facilities, such as the library. Children develop good social skills. They know how to share and invite others to join in their games.

The childminder carefully considers children's individual stages of development during their play and adjusts the levels of support and challenge she provides. For example, she encourages older children to use the smaller paintbrushes to develop their early writing skills. Younger children enjoy using paint dabbers to make marks, and the childminder extends this by showing them how they can hold paintbrushes to make marks too. This helps children to build on their existing skills, and they benefit from learning that is sequenced.

The childminder continued to support key-worker families during the pandemic. Parents continue to drop children off at the door, and the childminder ensures that she passes on information verbally and through written diaries and journals. This helps to maintain effective communication. Parents are happy with the care and learning children receive. They leave positive feedback for the childminder through questionnaires and say they are particularly pleased with their children's language development and are happy with the variety of food.

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

- The childminder is experienced and knowledgeable. She has a robust understanding of child development and uses her knowledge to ensure that children are making good progress. The childminder follows children's lead and teaches them new skills as they play. In addition, she plans some activities to broaden their experiences and build on their awareness of different celebrations and cultures.
- Children develop the skills they need to start school. The childminder encourages them to try new activities and be independent. Children ask for help if they need it and are confident to talk about their needs and preferences. They have good levels of self-confidence and show pride in their achievements. Older children use the toilet independently and take an active part in their own self-care.
- The childminder consistently promotes children's communication and language development. Babies thoroughly enjoy a range of stories on her knee. She models clear words to them, and they laugh and giggle when she makes the animal sounds. Young toddlers have exceptional language and use an extensive

vocabulary. They use sentences and speak very clearly.

- The childminder meets children's care needs effectively. She gathers information from parents about their babies' sleeping times and feeding times. Babies have a safe, quiet space to sleep, and the childminder regularly checks on them. The childminder completes diaries for parents to promote continuity of care. However, information about their development does not show the progress they make across the seven areas of learning.
- The childminder is a good role model for children. She uses consistent praise and teaches children to share, take turns and be kind. Children's behaviour is excellent. Older children show kindness to younger children and share resources. Younger children focus and concentrate on activities for lengthy periods of time. All children are well mannered, polite and helpful.
- The childminder promotes children's good health. She provides a range of healthy, home-cooked meals, and children enjoy fruits for their snack. Children benefit from fresh air and have access to outdoor play each day. They show confidence and develop good physical skills as they climb up the steps carefully and go down the big slide. Children have a good awareness of how to stay safe. Older children offer help to younger children and understand why they need to take care with smaller resources, such as the small bricks.
- The childminder regularly discusses good practice with other childminders in their group. She has maintained her first-aid qualification and safeguarding knowledge. However, she does not consider accessing training to help her refresh her teaching skills.

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 the information that parents receive about their children's development, so they can accurately see their children's development across the seven areas of learning
- access further professional development opportunities to stay refreshed and up to date with any changes and continually enhance her skills.

Setting details

Unique reference number	305724
Local authority	Stockton-on-Tees
Inspection number	10317076
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 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	23 May 2018

Information about this early years setting

The childminder registered in 1994 and lives in Billingham, Cleveland. She operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a childcare qualification at level 3. 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 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, indoors, during a planned activity.
- The inspector held a discussion with the childminder in relation to the leadership and management of the setting. She looked at relevant documentation, such as evidence of the childminder's suitability to work with children.
- The childminder obtained 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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