

Childminder report

Inspection date: 13 June 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 warm, nurturing, home-from-home environment. Children are clearly happy and settled. They have formed close relationships with the childminder, who spends time playing alongside them and delights in their company. This helps children to feel safe and secure in her care.

Older children are adept at handling small tools. They apply glue to the paper and stick on coloured pom-poms, sequins, and feathers. They carefully scoop and fill containers with dried cereal and build towers with bricks. This supports their fine motor skills and prepares them for skills they will need for writing in the future. Children want to help and learn good routines. For example, they delight in tidying up the toys. Children help to move the chairs so they can have their snack together. They are excited to learn and want to do well.

Children are continuously engaged in fun activities. They behave very well. They play cooperatively together with peers and the childminder, taking turns to add their bricks to the tower. They begin to learn about their own personal care as the childminder introduces them to daily routines that will support them to be healthy. From a young age, children learn about handwashing and wiping their noses. Older children learn to do simple tasks for themselves, such as cutting up the fruit at snack time.

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

- The childminder has clear intentions for what she wants children to learn. She knows the skills they need to acquire to make good progress. Children's speech and language are a focus throughout the day. The childminder talks and repeats words and sounds to the children and listens to their responses. This encourages children to extend their vocabulary and quickly build the number of words they know and recognise.
- The childminder supports children's personal and social development effectively. For example, she plans a range of play experiences with other childminders. These experiences provide children with the opportunity to play with others and develop early friendships. The childminder follows children's individual needs throughout the day. For example, she quickly recognises and responds to children when they show signs of tiredness, hunger or require changing.
- Children have a wide range of opportunities to develop their physical skills. For example, the childminder makes good use of local amenities, such as parks and soft-play venues and 'sing and sign' sessions.
- Overall, the childminder supports children's mathematical learning. She asks children to name colours while they play and as they fill and empty containers, she uses terms such as 'full' and 'empty'. The childminder encourages children to

count as they play. Children eagerly compare how tall their towers are and whether it is taller than them. However, occasionally the childminder poses questions that children find difficult to understand. Equally, the childminder does not always help children to test their ideas, to develop their understanding even further. This does not consistently help children to develop critical thinking skills.

- Children develop a love of books. Even the youngest children select books for their own pleasure. They sit for a prolonged length of time turning the pages and babbling as they look at the pictures. The childminder carefully links stories to the activities the children are enjoying. For example, as they play with the farm animals the childminder reads a story about the tractor and 'Old McDonald's farm'.
- Parents are pleased with the progress their children make. They report their children have become more confident and have made good progress since starting. Parents are also happy with the detailed feedback they receive from the childminder and say their children look forward to attending and are always excited to see her. Progress checks for children aged two are completed and the childminder shares these with parents. This ensures that parents are thoroughly included in their child's care and learning.
- The childminder reflects on all aspects of her provision. She has completed all required training, such as paediatric first aid and child protection. The childminder networks with other childminders and shares good practice ideas.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interest first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- develop how you use questioning skills to support children's thinking and understanding
- help children to make predictions and test their ideas through trial and error, to extend their understanding even further.

Setting details

Unique reference number	305830
Local authority	Stockton-on-Tees
Inspection number	10346944
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	6
Number of children on roll	6
Date of previous inspection	21 August 2018

Information about this early years setting

The childminder registered in 2000 and lives in Ingleby Barwick. She operates all year round, Monday to Friday from 7.45am until 5.30pm, excluding bank holidays and family holidays.

Information about this inspection

Inspector

Janet Fairhurst

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 provider and has taken that into account in their evaluation of the provider.
- 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 children during the inspection.
- The inspector completed a joint evaluation with the childminder.
- The inspector held a meeting with the childminder. She looked at relevant documentation.
- The inspector took account of parents views through their written reviews.

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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