

Childminder report

Inspection date:

26 April 2024

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

Summary of key findings

This provision meets requirements

- The childminder describes how she provides children with a wide range of learning opportunities, inside and outside, which are based on their interests. She has a clear understanding of her early years curriculum. The childminder explains how she encourages children to have free play and make choices inside her setting. For example, she discusses how children have access to several pedal cars, which enhances their physical development.
- The childminder explains how she meets children's individual learning styles. She describes how she swiftly identifies any gaps in children's learning, such as by observing and monitoring their progress.
- The childminder discusses how she establishes good relationships with parents. She explains how she works with them to support their children's individual next steps for learning. For example, the childminder shares information through regular discussions.
- The childminder explains how she teaches children about diversity and inclusion. She talks about how she introduces children to a diverse range of foods. The childminder discusses how she also provides a range of age-appropriate books and resources.
- The childminder understands the importance of encouraging children to adopt a healthy lifestyle. She explains how she does this through healthy eating and being active. The childminder describes how she provides healthy and nutritious snacks.
- The childminder explains how she works collaboratively with other providers. For example, she has a good relationship with the local nursery that children also attend. She describes how she regularly talks to teachers about children's learning and development. The childminder discusses how she finds out what children are doing and provides opportunities for children to develop their learning further, to ensure consistency between both settings.
- The childminder discusses how she ensures that her setting is clean and hygienic. She describes the changes she has made since the COVID-19 pandemic. For instance, the childminder provides hand sanitiser and parents now collect and drop off their children at the door. The childminder explains this helps to prevent the spread of infection.
- The childminder keeps her knowledge up to date by engaging in a range of training opportunities, such as courses on working with fathers and supporting children's speech, communication and language. She explains she has close relationships with other local childminders. The childminder describes how this enhances the learning opportunities she provides for children.
- The childminder explains how, from an early age, she helps children to learn about the behaviours she expects. She describes how she is a role model and has high expectations for all children. The childminder explains how she incorporates sharing, turn taking and respect for others into daily activities, to support and develop children's confidence and self-esteem.
- The childminder explains how she assesses the environment to minimise risks

and keep children safe. She involves children in this practice. For example, the childminder discusses how she involves and explains risk to children when visiting the park to develop a sense of how to keep themselves safe.

- The childminder understands the signs and symptoms which could indicate that a child is at risk from harm. She confidently discusses the correct process to follow when reporting concerns to the appropriate authority in a timely manner. The childminder completes safeguarding and first-aid training.

There were no children in the early years age range present when this inspection took place. The findings in this report are based on evidence gathered from discussions with those who care for the children and an inspection of the premises, equipment and relevant documentation. Where there are no early years children present, no judgement is made on the quality of the early years provision as there is no reliable evidence on which to assess its impact on children. The report states whether the provider continues to meet the requirements of registration.

Setting details

Unique reference number	305834
Local authority	Stockton-on-Tees
Inspection number	10335821
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	3 to 6
Total number of places	6
Number of children on roll	2
Date of previous inspection	28 June 2018

Information about this early years setting

The childminder registered in 2000 and live in Ingleby Barwick. She operates from 7.30am until 5.30pm, Monday to Friday, for 48 weeks of the year. The childminder holds an appropriate qualification at level 3. She receives funding to provide early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Claire Budge

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 childminder.
- 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 childminder organises their early years setting, including the aims and rationale for the curriculum.
- The childminder spoke to the inspector about how she promotes children's learning and development.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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