

Childminder report

Inspection date: 17 April 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

Children are settled in this warm and welcoming environment. Children across all ages are confident to freely explore and choose their own resources. They show they are developing their imagination as they act out real-life situations. Children share resources as they pretend to make cups of tea for each other. Children happily involve visitors to the childminder's home into this play. This shows how safe and secure children feel with the childminder.

The childminder knows the skills children have acquired and what they need to learn next. She plans a wide variety of activities to support the next steps in children's learning. For example, to encourage children's developing finger muscles and coordination they use tweezers to pick up small dinosaur figures. Children select where they want to place the dinosaurs. The childminder teaches them about matching colours as she suggests they drop the dinosaurs into the same colour bowls.

Children demonstrate a 'have-a-go' attitude to their learning. Across all ages children show a determination to succeed and to do as much as they can for themselves. For example, very young children manoeuvre themselves to get into the childminder's home. They work out they need to get their upper body across the step before they lift their legs.

Children play together very well. They know to share resources and to take turns. When the childminder needs to remind children to be kind to others, children listen and show respect for what the childminder has to say.

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

- The childminder extends children's communications skills as she listens to what they say. She gives children time to respond to her comments, pronounces words correctly and introduces new words into children's vocabulary. For example, as children look at pictures of themselves at the park the childminder asks them if they remember going across the 'wibbly-wobbly' bridge.
- The childminder is a skilled storyteller. She uses different tones of voice and gives children time to look at the pictures. The childminder readily reads the books children bring to her. This helps to develop children's concentration skills and foster their love of books.
- Children and the childminder celebrate children's achievements with claps and smiles. The childminder knows to tell children what the praise is for. For example, the childminder praises children for tidying up as they put the tops back on the pens they have been using.
- Parents are very complimentary about the service the childminder provides.

They speak highly of her commitment to their children's learning and development. They comment on the childminder's 'home from home' and 'very welcoming' environment.

- Children have many opportunities to explore the local environment and places further afield. The childminder makes good use of local parks to help children's developing physical skills. She encourages children to jump, manoeuvre themselves through hoops and across a variety of different surfaces and levels.
- The childminder teaches children to keep themselves safe. For example, children talk about how they cross the road. They know to look and listen for cars and not to cross the road until the road is clear.
- Partnership with the local nurseries and schools is strong. The childminder invites the school's nursery teacher into her home to see children in her environment. This helps teachers to gain an understanding of where children are in their learning and development. It helps children to move smoothly into the next phase of their learning.
- The childminder teaches children to manage their personal needs. Children know to wash their hands when coming into the childminder's home from outside. The childminder works with parents to ensure all dietary needs are met and children have a healthy diet.
- The childminder ensures that all mandatory training and insurances are in place and up to date. However, the childminder does not access further training to support her understanding of children's development and different way children learn and raise outcomes for children even further.
- The childminder introduces numbers and counting into focused activities as she encourages children to count the number of dinosaurs they pick up. However, the childminder does not consistently use opportunities that arise through play and routines to further develop children's mathematical understanding of numbers and counting.

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 more precisely on developing a targeted programme of professional development to enhance the quality of teaching even further
- use all opportunities as they arise during children's play and routines to further develop their understanding of numbers and counting.

Setting details

Unique reference number	305893
Local authority	Stockton-on-Tees
Inspection number	10335643
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	14
Date of previous inspection	22 June 2018

Information about this early years setting

The childminder registered in 1992 and lives in Yarm. She operates all year round from 8.00am to 4.30pm, Monday to Thursday and 8am to 9am Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. The childminder provides funded early education for two-year-old children.

Information about this inspection

Inspector

Denise Charge

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 inspector discussed with the childminder how she delivers the educational programmes for children.
- The inspector observed the interactions between the childminder and children, and evaluated the quality of education being provided.
- The childminder's public liability insurance, training certificates, evidence of the childminder's suitability and the suitability of all people living on the premises were checked by the inspector.
- Written views of parents were taken into account by the inspector.

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

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Textphone: 0161 618 8524
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