

Childminder report

Inspection date: 4 September 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 has a very calm and caring manner. She ensures that all children receive lots of positive attention and care. This supports new children to settle quickly into the relaxed and happy setting. Children form very good relationships with the childminder, with her assistants and with each other. The childminder has high expectations of children's learning and behaviour. Children are very well behaved. They also demonstrate a positive attitude to learning. They are inquisitive and busy and enjoy the activities available.

Children benefit from a good curriculum that includes all areas of learning. The childminder also meets children's care needs effectively. She supports children very well with individual care practices, such as sleep patterns, toilet training, and independence with eating and handwashing routines.

The childminder knows the children in her care really well. She demonstrates a clear understanding of children's interests and what they know and can do. She uses the information to shape teaching and provide stimulating learning experiences for each child. The childminder also supports her assistants extremely well to understand and implement their role effectively. They work exceptionally well together as a very strong team who present as being very passionate about their roles.

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

- There is a strong emphasis on developing positive relationships within the setting. The childminder supports children to make friends and work well together. Children negotiate and help each other when building a three-dimensional rocket together. They also demonstrate good manners, which are acknowledged and praised by the childminder.
- Children benefit from a very attractive, stimulating and welcoming environment which is designed to promote their accessibility and independence. For example, the designated playroom has recently been remodelled so that all children can easily see and choose resources for themselves.
- The childminder ensures that she covers all areas of learning when planning activities for children, with a strong focus on promoting children's language and communication. She engages children in lots of interesting conversations and gives them time to listen, think and respond. For example, they talk about the different natural items they have collected from the woods, and the effects the change in the season has on different leaves and plants.
- The childminder ensures that children have easy access to a wide range of books, including in the outdoor play area. She promotes children's early literacy skills by regularly reading stories. Children show an interest in books and look at

these independently as well as choosing some stories for the childminder to read to them.

- The childminder knows what children are interested in, such as mark making. She ensures they have lots of different opportunities for this, such as drawing and early writing with pens, chalks, water and brushes, and electronic writing boards. This also helps to promote children's early literacy skills.
- Children's physical development is also well promoted for their individual stages. For example, babies are helped with standing to prepare them for walking. Older children have access to challenging climbing equipment.
- The childminder helps children to learn about personal safety. They are reminded to be careful when approaching the swings. Children are also encouraged to think about and choose a safe place for using skipping ropes, which they use to imitate their older friends who have mastered skipping. Adults also demonstrate how to use skipping ropes for the younger children.
- Children are interested and fully engaged in their play and learning. However, for some adult-led activities, children appear less engaged and the childminder does not always help them to stay focused in order to promote their concentration skills.
- The childminder works really well in partnership with parents. They are kept fully informed of their child's development and progress. She also works well with other settings, such as a local primary school, and helps children to prepare well, overall, for the move to school.
- The childminder and her assistants have an excellent attitude to their continuous professional development. They have completed many training courses to keep their knowledge and understanding up to date, including training around child development.

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:

- support children to engage in activities for increasingly longer periods of time, in order to promote their concentration skills, attention and focus, and better prepare them for the next stage in their learning.

Setting details

Unique reference number	500949
Local authority	Middlesbrough
Inspection number	10354498
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	0 to 8
Total number of places	6
Number of children on roll	15
Date of previous inspection	15 November 2018

Information about this early years setting

The childminder registered in 2001 and lives in Coulby Newham, Middlesbrough. There is an assistant who works with the childminder on a daily basis, plus a second assistant employed to work when needed during school holiday times. Children are cared all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for children aged from nine months old.

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 spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder, her assistant and children.
- The inspector observed the quality of education being provided outdoors, and the quality of care routines indoors, and assessed the impact these were having on children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector spoke to some parents during the inspection and took account of their views.
- 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.

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