

Childminder report

Inspection date: 9 April 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder is committed to provide children with a child friendly, welcoming and fun place to learn. Children play in a well-planned, organised playroom. They form strong and warm relationships with the childminder, who, in turn, supports their emotional well-being, self-esteem and resilience. Children are confident to approach the childminder, for example, to ask for help or request further activities. They enthusiastically choose activities that spark their curiosity and excitement. For example, children enjoy exploring the dressing-up and role-play area to further develop their imaginative skills.

Children play well together. They join in the actions and sing along, jumping up and down, for example, when they pretend to be bunnies. They are friendly and engage in conversations with each other. This helps to strengthen their social interactions and build on their confidence and self-esteem. Children behave very well. They show high levels of respect towards their peers and the childminder. Children have good manners and share resources well. They understand the childminder's expectations for their behaviour.

Children have regular opportunities to visit local facilities. For example, they attend nearby playgroups. As a result, children have opportunities to interact with a wider group of people in different contexts. This helps to develop their confidence and social skills.

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

- The childminder offers a stimulating and nurturing environment. She knows the children very well. She plans an exciting and stimulating curriculum that focuses on children's development, individual needs and parental input. She swiftly identifies any potential gaps in their learning to provide additional support if required. This means that children acquire the skills, abilities and attitudes to prepare them in readiness for the next stage of their development or school.
- The childminder is very gentle in her approach and is a good role model for the children. She encourages children to develop their communication and language skills. For example, she supports them in developing new vocabulary by modelling new language as they play. Children enjoy singing nursery rhymes and songs, and they share stories and read books daily. The childminder is skilful in how she asks children questions and is aware of the importance of allowing them time to think and respond.
- Children have many opportunities to develop their small-muscle skills and hand-eye coordination. For example, they concentrate to successfully stack bricks to build towers. They persevere to fasten the clips as they strap dolls into the toy buggy.

- Children learn about oral hygiene. For example, they learn about the importance of looking after their teeth and develop their understanding of healthy eating choices. Children look in mirrors to examine their teeth and brush them. The childminder talks about what happens at the dentist and that brushing their teeth helps to get rid of germs. Children have many opportunities to be outside, such as playing in the garden or on outings in the local community.
- The childminder encourages children to name different colours and shapes while they play. Children confidently recite numbers. However, the childminder does not make the most of opportunities to support older children in comparing small quantities.
- The childminder helps children to learn independence skills. She supports children to carry out their personal care needs with as little intervention as possible. Children learn to express their needs, such as when they need to use the toilet. Children listen well to instructions and enthusiastically help to carry out little tasks.
- The childminder has a realistic view of her provision. She is committed to improving her own knowledge through training opportunities. She demonstrates an ambition to develop and continually improve the service she provides to ensure positive outcomes for the children in her care.
- Parents speak extremely highly of the service the childminder provides. They comment on the excellent progress their children make and how happy, settled and confident they are since attending. Parents comment that the childminder is amazing, flexible and organised. They also comment on how easily their children settled and how reassured they are knowing their children receive excellent care.

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:

- make the most of opportunities for helping children to count out and compare different quantities.

Setting details

Unique reference number	EY101146
Local authority	Redcar and Cleveland
Inspection number	10335905
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	2 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	4 July 2018

Information about this early years setting

The childminder registered in 2002 and lives in Middlesbrough. She operates all year round, from 8am to 4.30pm, Monday to Friday, except for public holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for three- and four-year-old children.

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.
- The inspector completed a joint evaluation with the childminder.
- The inspector held a meeting with the childminder and looked at relevant documentation.
- The inspector took account of the views of parents.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2024