

Childminder report

Inspection date: 7 May 2025

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 is kind and caring. Children greet her with smiles and demonstrate that they are familiar with daily routines. For example, as the childminder walks children to her home from school, they ride on their bicycles and listen as she gives instructions. Children demonstrate their understanding of road safety as they explain to the childminder how they 'must look both ways' as they cross the road. Children have a strong bond with the childminder. They benefit from her sensitive and supportive interactions, which help them to feel happy and safe in her home-from-home environment.

The childminder has high expectations of children's behaviour. She provides clear explanations of what is expected. Children's behaviour is very good and they show positive attitudes to their learning. The childminder encourages children to consistently use good manners, such as during mealtimes. This helps children to develop good social skills ready for their next stage of learning.

The childminder plans her curriculum based on children's learning needs and interests. She provides a selection of toys, which children eagerly explore. Children are intrigued as they explore magnetic construction shapes. The childminder uses these opportunities to weave in early mathematics. For instance, she encourages children to name shapes and compare lengths of objects. As a result, children develop their early mathematical skills well.

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

- The childminder encourages healthy lifestyles by educating children about nutrition and exercise. For instance, at lunchtime, she discusses the importance of eating healthily, and provides children with nutritious meals and snacks. Children enjoy fresh air and exercise daily as they play in the garden and walk to school. The childminder provides gentle reminders to children about germs and the importance of covering their mouths when coughing. As a result, children develop a good understanding of how to keep healthy.
- The childminder is kind and considerate and a good role model for children. Children behave very well. They are polite and well mannered. The childminder listens to children and allows them to make independent choices. She gives children plenty of praise and encouragement. This helps to develop their confidence and self-esteem.
- Parents and carers value the care that childminder provides. She encourages a regular exchange of information to meet children's care and learning needs. The childminder shares information with parents on how to further support their children's learning at home. Parents comment that their children have 'flourished' in the childminder's care.

- The childminder plans a varied curriculum. She has a good understanding of the children in her care. For example, the childminder provides activities that she knows children will enjoy. However, occasionally, some activities do not extend children's learning or focus specifically on what the childminder intends children to learn. This means that activities do not always support children's learning and next steps precisely.
- The childminder offers children interesting trips out into the local and wider community. She takes children to local parks, woodlands and gardens. The childminder also takes children on bus outings, to visit museums and the library. She uses these experiences to develop children's understanding of the wider world.
- The childminder supports children's communication and language skills effectively. She creates a language-rich environment throughout the day to ensure that all children hear a wide range of words. For instance, the childminder introduces words such as 'apricot' and 'giraffe'. Children eagerly join the childminder in conversations, showing their growing skills as they confidently discuss their ideas. The childminder repeats words back to children when they mispronounce them. This helps to widen children's vocabulary and develop their speaking and listening skills.
- The childminder completes mandatory training, such as paediatric first aid and safeguarding. However, she does not actively identify further training and professional development to raise the quality of education further.
- The childminder recognises the importance of developing relationships with other early years professionals. She understands the value of sharing children's learning and progress, when children attend more than one setting. The childminder also liaises with other childminders and the local authority's advisers.

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:

- strengthen the focus given to children's next steps of development to help them to make the best possible progress in their learning
- target professional development opportunities to raise the quality of education further.

Setting details

Unique reference number	EY216287
Local authority	Redcar and Cleveland
Inspection number	10388501
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	4 to 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	15 July 2019

Information about this early years setting

The childminder registered in 2002 and lives in Redcar, Cleveland. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides government funded childcare.

Information about this inspection

Inspector
Julie Campbell

Inspection activities

- The childminder talked to the inspector about how she plans the curriculum and what she wants children to learn.
- The inspector observed the childminder's interactions with the children, inside and outside, and considered the quality of education and the impact on children's learning.
- The inspector sampled a range of documentation, including the childminder's paediatric first-aid certificate.
- The inspector acknowledged the views of parents through written testimonials.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.

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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