

Childminder report

Inspection date: 27 April 2023

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	Met
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What is it like to attend this early years setting?

The provision is good

Children build strong bonds with the childminder, who is kind and caring. They show they feel safe when they are with her. For example, they cuddle up close while they play a game. The childminder knows the children well and plans activities to nurture their interests and inspire their learning. She knows what children need to learn next to help them make progress. Children explore and play with confidence. They are delighted to play with water. They spend concentrated effort with this activity, filling and emptying containers and washing the play figures. As part of preparation for school they learn to recognise the letters in their name.

Children behave very well. They are very responsive to the childminder when she asks them to do something. They put resources away before getting something else out, when the childminder reminds them. The childminder teaches them about the importance of using good manners. Children learn to take account of others. During games they learn that they need to take turns when rolling a dice. Children are confident and thrive through these positive interactions.

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

- The childminder knows the children exceptionally well. She uses this knowledge and regularly assesses children's development to provide resources and activities that follow children's interests. Children are keen to involve themselves in a range of motivating and meaningful experiences, and they make good progress in their learning.
- The childminder supports children to develop their communication and language skills. She talks to children during activities and explains what is happening. She repeats what children say to her. However, on occasion she does not demonstrate the correct pronunciation of words. For example, when children say the word 'deaded', she does not demonstrate that the word should be 'dead'.
- The childminder teaches children early mathematical concepts. Children learn to recognise written numbers. For example, they play a game with dice and colours. They learn to colour-match resources to coloured cups. They use large tweezers to pick up the small pieces and match them into the cups. This all supports children to count and recognise that each item counts as one, while also developing fine motor skills.
- Children have plenty of opportunities to develop their self-help and physical skills. However, on occasions, the childminder steps in too quickly to help. She does not let children explore for themselves how things work before she shows them. This means they are not exploring their problem-solving skills.
- The childminder works with children to help to prepare them for school. The childminder offers a wide variety of activities to help children to learn to

recognise the letters in their name. For example, they match small written letters to large written letters in their name. The childminder sounds out the letters and children copy her. Children become confident in recognising the letters.

- Children develop the skills needed in preparation for early writing. They hold pencils with a firm grip as they draw a rainbow with different coloured felt-tip pens. They are eager to form letters for words with the help of the childminder.
- Children's good health is promoted. The childminder discusses with children the different foods that they like for lunch. They talk about chocolate being a treat and that grapes are their favourite fruit. They have regular visits to the shops and choose different fruits. They learn where different foods come from. For example, they plant carrots, strawberries and tomatoes. Children recall that they water them, pick them when grown, wash them and eat them.
- Positive partnerships are built with parents. The childminder helps new children to settle in. She offers short visits with parents that lead to the children attending on their own. The childminder informs parents about what the children have done while in her care and the progress that they are making.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding. She uses risk assessments effectively to help keep children safe from harm. Her home is safe and secure. The childminder understands how to identify signs that a child might be at risk of abuse. She knows what to do should she have a concern about a child's welfare and if there was a safeguarding concern raised about herself or a member of her family. She also understands what she should be alert to regarding the prevent duty. The childminder undertakes regular training to keep her safeguarding knowledge up to date.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- support children's developing communication and language skills by modelling the correct way to say words
- allow children time to explore their own ideas and to work out things for themselves.

Setting details

Unique reference number	EY225899
Local authority	Middlesbrough
Inspection number	10286634
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 9
Total number of places	6
Number of children on roll	4
Date of previous inspection	5 April 2018

Information about this early years setting

The childminder registered in 2003 and lives in Middlesbrough. She operates Monday to Friday from 8am until 5.15pm, Monday to Friday, during term time. She receives funding to provide free early education for children aged four years.

Information about this inspection

Inspector

Lynne Pope

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder talked to the inspector about her curriculum and what she wants children to learn.
- The childminder and the inspector evaluated an activity together.
- 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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