

Childminder report

Inspection date:

29 November 2019

Overall effectiveness	Good
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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's home is safe and secure. She provides children with a range of stimulating toys which are displayed and organised well. In turn, this provides children with choice and encourages them to become independent. Children enjoy pretending to be a shopkeeper. They develop their imagination as they make drinks and snacks for the childminder. When babies arrive, they confidently leave their parents. The childminder communicates with young children well. She uses a calm and soft voice as she gently rocks and sings to them. This supports their well-being and helps to build strong emotional attachments.

Children make good progress across the seven areas of learning. The childminder knows children well and skilfully builds on their interests. For example, children recently enjoyed a ride on a bus. Very young children are encouraged to develop their hand-eye coordination as they explore sensory objects. The childminder provides older children with opportunities to use their fine motor skills. This helps to support the skills for writing. The childminder is a positive role model as she reminds children to use their manners and show respect for one another. Children behave well. They know and understand rules and boundaries. For example, they know to sit at the kitchen table when eating and drinking.

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

- The childminder provides a language-rich environment and supports children's early literacy skills well. Children access a wide range of exciting books, along with puppets and teddies, to support story telling. The childminder builds children's vocabulary by clearly naming objects. She skilfully adapts her language to support children's level of understanding. As a result, children make good progress, especially in their communication and language skills.
- Effective partnerships are developed with other settings, and information is shared regularly. This supports children's learning and helps to build on experiences when they are not in the care of the childminder. Children choose to complete their homework tasks with the support and encouragement of the childminder.
- The childminder teaches children to value and respect the differences between themselves and others. Children learn about different festivals and beliefs as they take part in activities and explore different objects, such as chop sticks. This helps children to learn about the wider world in which they live.
- The childminder skilfully weaves early mathematical concepts into everyday activities. For example, children learn to count as they thread wooden beads onto string and compare their size and shape. Number rhymes are introduced to very young babies while the childminder tends to their care routines.
- Children are provided with healthy home-cooked meals and snacks. The

childminder is passionate about encouraging children to adopt healthy eating habits. Children have daily opportunities to be active on walks and outings to the local park.

- The childminder gets to know children and their families very well from the start. Good settling-in procedures support children to feel secure when they first begin to attend. Information is shared by parents. This helps the childminder to follow routines from home and ensure their individual needs are met. Young children sleep peacefully in comfortable surroundings.
- Parents are kept well informed about their child's well-being each day, as well as activities and experiences they have enjoyed and engaged in. Regular reports, including the progress checks at age two, are shared and discussed with parents. They speak highly of all aspects of the care their children receive and comment on how caring and nurturing the childminder is. They especially enjoy receiving photographs of their children throughout the day.
- The childminder meets with other childminders and receives support and guidance from the local authority. She has undertaken some training to develop her knowledge and skills. However, there is scope for current professional development to be more focused on developing her teaching skills.
- The childminder is responsive to children's needs, ideas and views and evaluates her practice regularly. Although, she doesn't always make the most of opportunities to involve parents in the self-evaluation process.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly updates her knowledge and has a secure understanding of how to report concerns. As a result, she is very knowledgeable about current and wider safeguarding agendas. She uses this to develop her policies and procedures. The childminder completes effective risk assessments and regular fire drills. This helps children to learn how to keep themselves safe and to evaluate the home safely in an emergency. The childminder ensures her first aid training is kept up to date and has appropriate first-aid equipment at all times to attend to any emergencies.

What does the setting need to do to improve?

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

- establish a focused programme of training to support continuous development to raise the quality of the teaching to the highest level
- increase opportunities for parents to contribute to the evaluation of the setting to help drive continuous improvement.

Setting details

Unique reference number	EY243095
Local authority	Redcar and Cleveland
Inspection number	10106138
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	5 November 2014

Information about this early years setting

The childminder registered in 2003 and lives in Redcar. The provision operates all year round from 8am to 6pm, except bank holidays and family holidays. The provider provides funded early years education for three- and four-year-old children.

Information about this inspection

Inspector

Nicola Coverdale

Inspection activities

- The inspector viewed the areas used for childminding and held discussions with the childminder at an appropriate time.
- The inspector observed the quality of teaching and assessed the impact this has on children's progress.
- The inspector observed interactions between the childminder and children.
- The inspector looked at a sample of documentation, including children's records.
- The inspector spoke with parents during the inspection and took their views into consideration.

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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