

Childminder report

Inspection date: 21 January 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

Children thrive in the care of this dedicated childminder, who treats every child like a member of her own family. Children are very happy in the childminder's care. Younger children laugh and giggle as the childminder tickles their tummy. Older children are confident to choose activities and talk to the childminder about what they are doing and things they have done together. Parents and carers value the love, care and support that the childminder provides for their children. They say their children are kind, curious and playful as a result of this. The childminder teaches children how they can keep themselves safe. For example, children know that they must wait by the wall while the childminder gets the pushchair out of the house.

The childminder's curriculum is ambitious. She has identified the skills that she wants children to have mastered by the time they start school or nursery. The childminder demonstrates counting in order with younger children. Children use some number names as they play. Older children count accurately and match numbers to objects, beginning to write some numbers themselves. Children behave well. The childminder has clear rules and expectations, which she reinforces with children. For instance, older children know that they must tidy toys away. They make sure that the floor is clear before they have their lunch.

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

- Children are very independent. The childminder sets up her environment, so that children are able to do things for themselves. From a young age, children go and get a tissue to wipe their noses. Three- and four-year-old children manage their own personal hygiene, access resources independently and put on their shoes and coat for nursery.
- The childminder talks to parents about how they can keep their children safe online. For instance, she explains how children have limited time on devices and they have parental controls on the devices.
- The childminder helps children to understand how they can keep themselves healthy. She talks to children about food that is good for them and provides a range of healthy meals and snacks. Children develop an awareness of healthy lifestyles. For example, they walk to and from school and enjoy plenty of fresh air and exercise as they play in the garden or the park.
- The childminder has a good relationship with parents. She shares in-depth information with parents about their children's learning and development. The childminder provides advice and support on how parents can support their children at home. Parents comment that the childminder has guided them through different stages of parenthood.
- The childminder encourages children to choose what they want to play with and

to develop their own play. Older children concentrate incredibly well for their age. For example, older children play with construction toys for extended periods of time. They have a clear purpose in mind and continue the activity until they achieve their goal. They persevere well when they encounter difficulties, trying different ways of attaching the construction pieces together.

- The childminder identifies what she wants children to learn next. Children make good progress for their age. The childminder usually supports children well. However, occasionally, the childminder does not always ensure that she provides consistently high levels of support to extend all children's learning.
- The childminder has a good attitude to professional development. She uses online training to reflect on her practice. Recently, the childminder has reviewed her organisation of resources to enable older children to lead their own learning. However, the childminder has not consistently strengthened her understanding on how she can identify and plan for the needs of younger children to help them to make even better progress.
- The childminder works well with local schools and nurseries. She talks to nursery staff about how children have been. The childminder finds out what children are working on in nursery and provides opportunities to reinforce their learning further in her home. The childminder has a good understanding of how nursery staff introduce children to numbers and letters. She follows these strategies in her home to ensure that there is a consistent approach to supporting children's learning.

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:

- provide consistently high levels of support to extend all children's learning
- strengthen understanding of how to identify and plan for the needs of younger children.

Setting details

Unique reference number	EY252819
Local authority	Hartlepool Borough
Inspection number	10368075
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	1 to 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	7 March 2019

Information about this early years setting

The childminder registered in 2003 and lives in Hartlepool. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides government funded childcare.

Information about this inspection

Inspector

Elizabeth Fish

Inspection activities

- The childminder showed the inspector around her home and explained how she organises her provision.
- The inspector observed children playing and learning.
- The childminder evaluated an activity with the inspector.
- The inspector spoke to children at appropriate times during the inspection.
- Parents provided written feedback for the purpose of the inspection.
- The childminder explained how she keeps children safe and manages her provision.
- The inspector viewed a range of documents, including those relating to the suitability of members of her household.

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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