

Childminder report

Inspection date: 7 February 2020

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

The provision is good

The childminder and her assistants provide a warm, welcoming and homely environment where children feel happy, safe and secure. They have high expectations of what children can achieve. They support children to independently select their own activities and make choices about what resources they use. Children have fun recognising colours, shapes and numbers. For instance, they recognise the number four and match it to four wooden sticks. Furthermore, the childminder encourages children to count and name colours as they stack blocks and interlocking crayons. The childminder celebrates achievements throughout the day, giving lots of praise and encouragement. This supports children's self-esteem and confidence. The childminder brings fun and enjoyment into all tasks. She is dedicated and enthusiastic about all children and their families and acknowledges their individual needs. The childminder supports children's literacy very well. Children focus for long periods, drawing pictures, looking at books and sharing their individual learning journals. The childminder recaps the exciting activities they have carried out and the children discuss what they enjoyed the most. This helps to develop their listening and speaking skills. Children behave well. The childminder and assistants manage children's behaviour effectively. They remind them of what behaviour is expected and offer explanations for why certain behaviours are not acceptable.

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

- Children have many opportunities to be physically active. They develop their small-muscle skills as they complete puzzles and make marks with crayons. There is a spacious and well-equipped outdoor area where children get to exercise and develop their large physical skills. Furthermore, they regularly visit places such as parks, soft-play centres and local playgroups. Children are provided with regular opportunities to mix with other groups of children when the childminder meets with other childminders. This helps children to gain confidence and develop good social skills. Children's behaviour is good, and their self-esteem, confidence and emotional well-being are high.
- Overall, the childminder works well with professionals and other settings that children attend. She has developed transition forms to ensure learning information is shared when children move on to other settings, such as nursery school. Furthermore, she speaks to the settings on a daily basis and shares important learning and development information. However, she has not fully developed links with external agencies to provide the utmost support for children's development.
- The childminder has a reflective approach to her work. She carries out some independent reading and online research to obtain useful information to support her practice. She has recently made changes to the way she plans activities for

children, so these are more focused on their individual interests. She meticulously carries out observations of children as they play and uses this information to plan interesting activities.

- The experienced childminder has a good understanding of how children learn. She uses a good range of teaching strategies to help children to learn through a balance of adult-led and child-initiated play. She skilfully weaves learning into everyday routines and activities to encourage children to think about mathematical concepts. For example, as children chop fruit, the childminder encourages them to count and compare size. Furthermore, the childminder supports children's communication and language skills well. She talks to children as they play together and asks questions to test their understanding.
- Overall, partnerships with parents are good. Vital information is gathered from parents about children's interests and stage of development before they start. However, the childminder does not use this information to plan effectively from the very beginning. That said, the childminder shares ideas for activities that parents can do at home with their child. Parents are very happy with the care their children receive. They praise the childminder highly and commend the way in which she cares for their children.
- The childminder monitors the work of her assistants successfully and provides them with constructive feedback from observing their interactions during activities. They have individual responsibilities and regularly reflect on their practice to ensure it meets the needs of the children. Both assistants attend training to support their personal development and to raise their quality of teaching.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her duty to keep children safe. She understands the signs and symptoms which may cause her concern about the welfare of a child in her care. The childminder has put clear procedures in place to follow if she has a concern. She completes regular training to refresh her safeguarding knowledge to include wider safeguarding issues, such as radical and extreme views and behaviours. Furthermore, the childminder ensures that her assistants fully understand her policies and procedures. They attend training to keep themselves up to date. The childminder and assistants are confident of the procedure to follow should an allegation be made against them or a member of the household.

What does the setting need to do to improve?

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

- strengthen links with other professionals and provide the utmost support for children's learning

- use the information gained from parents about children's learning needs when they first start, in order to help establish accurate starting points and further support initial planning.

Setting details

Unique reference number	EY259408
Local authority	Redcar and Cleveland
Inspection number	10117056
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 10
Total number of places	10
Number of children on roll	15
Date of previous inspection	14 July 2016

Information about this early years setting

The childminder registered in 2003 and lives in Guisborough. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with two assistants. The childminder and one assistant hold an appropriate qualification at level 3. The childminder provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Julie Campbell

Inspection activities

- The inspector carried out a learning walk with the childminder across the areas of her home used for childminding. They discussed the learning environment and how the curriculum is organised.
- The inspector held a number of discussions with the childminder and her assistant. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector and the childminder observed and evaluated an activity.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback.

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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