

Childminder report

Inspection date: 9 July 2024

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 are happy and confident in this home-from-home setting. The childminder knows and meets children's needs well. Children confidently discuss and choose what they would like to do. This helps children to spend extended periods of time at activities. For example, children use their imaginations and concentrate as they play with a pretend ice-cream cart. They enjoy making imaginary ice creams, pretending to add strawberry sauce and toppings for each other.

The childminder has high expectations for children. She helps children to understand what is expected of them and children behave well. The childminder is a good role model and provides consistent praise to children. She gives gentle reminders to children about their manners. Children show that they understand the rules of the setting. For instance, after playing with toys, they happily tidy away before taking new ones out.

Children learn to be independent in preparation for school. For example, the childminder encourages children to put away their coats and shoes as they arrive. She supports children to manage their personal care routines, such as washing their hands before eating and understand why this is important.

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

- The childminder prioritises children's emotional well-being. She gathers information from parents before children start and offers settling-in sessions that meet individual children's needs. The childminder has flexible routines that fit around children's personalised care routines, particularly those of babies and the youngest children.
- The childminder provides regular feedback to parents. She keeps them updated on their child's progress and the benefits of activities that they can do at home. Parents comment that they like the wide range of activities that the childminder plans and provides for their children. They comment that she is extremely kind and caring and their children make good progress.
- Children have the opportunity to socialise in larger groups with regular visits to a local village hall each week, where the childminder is part of a local network of childminders. The childminder uses this opportunity well to encourage children to practise their gross motor skills, such as by using the larger equipment and ride-on toys that are available there.
- Overall, the childminder provides a language-rich environment for children. She comments on what she does and repeats back language for younger children to support their correct pronunciation. The childminder reads books to children regularly throughout the day. Children listen intently as she reads expressively, and they giggle aloud. However, at times, the childminder does not give children

enough time to respond to her skilful prompts and questions, to develop their thinking and reasoning skills.

- The childminder makes use of children's play to support their mathematics skills. For instance, she encourages children to count, recognise numbers and compare the size of different items.
- Children develop an awareness of the importance of leading a healthy lifestyle. The childminder ensures that children drink water to keep hydrated and they eat nutritious snacks and lunches.
- The childminder works well with other settings that children attend. She shares assessments of children's development, such as the progress check for children aged between two and three years. The childminder uses daily communication about children to modify her routines to suit the children's needs. This helps to provide continuity of care and learning.
- The childminder has completed all mandatory training to ensure that she has a good knowledge and understanding of how to promote children's safety and welfare. She has good links with other professionals, including other childminders. However, the childminder does not plan precise areas for development in order to extend the quality of education even further.

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:

- give children plenty of time to respond to questions and promote their thinking and language skills even more effectively
- build on professional development to help raise the quality of education to the highest level.

Setting details

Unique reference number	EY261445
Local authority	Redcar and Cleveland
Inspection number	10351600
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	28 September 2018

Information about this early years setting

The childminder registered in 2003 and lives in Normanby area of Middlesbrough. She operates all year round, from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Eileen Grimes

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 childminder.
- The childminder and the inspector discussed how the childminder organises their early years setting, including the aims and rationale for the curriculum.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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