

Childminder report

Inspection date: 28 February 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	Good
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What is it like to attend this early years setting?

The provision is good

Children thrive in the childminder's stimulating and nurturing environment. The strong bond between childminder and children is evident. This helps to build children's emotional well-being and confidence, and shows children feel safe and secure in the childminder's home. Children show their developing social skills as they eagerly engage visitors into their play. For example, children delight in demonstrating to visitors how they use magnets. Children proudly show how they fasten magnets together. They giggle with delight as they pull the magnets apart, pretending to fall over with the effort needed.

Children have excellent levels of concentration for their young ages and spend long periods of time at activities of their own choosing. For example, children ask to make ice lollies. They show significant attention to detail as they carefully cut strawberries, making sure the pieces of fruit are exactly the correct size. Children's faces show absolute focus as they very carefully and precisely pour juice into the moulds. This demonstrates children's can-do attitude to learning and determination to succeed.

Children have great fun as they develop their physical skills. For example, they move around the different levels and surfaces of the childminder's garden with ease. Children giggle with delight as they search for plastic minibeasts. Their faces glow with pride as they use tweezers to pick up the creatures, carefully placing them in containers.

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

- Children's communication skills are exceptionally well supported. The childminder gets down to children's level, uses the correct pronunciation and speaks slowly and clearly. The childminder brings new words into children's vocabulary. For example, the childminder talks about caterpillars 'eventually hatching into butterflies'.
- The childminder automatically brings mathematics into children's play. She encourages them to count slowly. This helps children to develop their understanding of numbers and encourages children to bring numbers and mathematical language into their play. For example, children correctly count their strawberries and place them in order of size.
- The childminder is a skilled practitioner who knows when to stand back and let children try for themselves. For example, she encourages children to make their sandwiches for lunch. Children choose their fillings and competently roll their own wraps. Children talk about having two pieces after cutting the wraps in half.
- The childminder is an accomplished storyteller. She gives children time to look at the pictures and ask questions about the stories. Children giggle with delight as

the childminder uses different tones of voice to bring the stories to life. This helps to foster children's love of books and further develop children's vocabulary.

- The childminder encourages children to try and complete tasks for themselves. For example, as children put their own coats on, the childminder helps to begin to fasten their zips. The childminder encourages children to close the remainder of the zips themselves. This supports children's independence skills and develops their self-esteem.
- As children eat strawberries, they talk to the childminder about growing strawberry plants last year. They discuss having to get pots, soil and strawberry plants to repeat the activity this year. This shows children's memory recall and their understanding of the natural world.
- Parents are very complimentary of the service the childminder provides. They appreciate the wide range of activities the childminder has on offer and the places she takes children to. Parents are pleased with the progress their children are making.
- The childminder makes regular assessments of children's development. She knows what children can do and what they need to learn next. The childminder plans activities to support this future development. However, she does not gain detailed information of children's prior skills and capabilities on entry to inform planning from the very moment children begin attending.
- Children behave very well. They willingly let other children into their play and share resources. However, the childminder is not consistent in developing children's manners. For example, she does not always say 'please' and 'thank you', or remind children to do the same. As such, opportunities to develop children's awareness and understanding of respect and consideration of others are sometimes missed.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role to keep children safe. She knows the signs and indicators of possible abuse. The childminder knows the procedures to follow if she has any concerns about children's welfare. She attends regular training to keep her knowledge of child protection and wider safeguarding issues up to date. The childminder makes effective use of risk assessments to help keep children safe. She keeps her house and garden safe for children to play and learn in.

What does the setting need to do to improve?

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

- strengthen the level of information gathered from parents about children's skills and capabilities on entry

- consistently say 'please' and 'thank you' and teach children to do the same to further develop children's understanding of respect and consideration towards others.

Setting details

Unique reference number	EY270135
Local authority	Stockton-on-Tees
Inspection number	10265037
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	3 to 12
Total number of places	6
Number of children on roll	4
Date of previous inspection	23 May 2017

Information about this early years setting

The childminder registered in 2003 and lives in Stockton-on-Tees, Cleveland. She operates from 7am to 6pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Denise Charge

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 this into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable for children.
- A joint observation of an activity was carried out with the childminder.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of the suitability of household members.
- The inspector took account of the written views of parents and spoke to parents by telephone.

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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