

Childminder report

Inspection date: 30 April 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

The nurturing childminder creates a warm and welcoming environment. Children are happy, relaxed and feel very much at home. The childminder gets to know children well and provides them with a range of resources linked to their individual interests and learning needs. Children confidently lead their own learning and make independent choices about their play. The childminder supports children's well-being effectively. She helps them to feel safe and secure. The childminder is sensitive and gentle. She reaches out to hold children's hands and offers them a cuddle when they need reassurance. Young children develop their imaginative skills and display the same gentle nature. They carefully attend to their dolls and pretend to wash and dry their hair, after they imagine they have been to the dentist.

The childminder's well-sequenced curriculum is successful in promoting children's confidence and curiosity in the world around them. Most days, the childminder takes children on enriching outings to places of interest in the community. This helps to further develop children's understanding of the world and instil in them a respect for nature and their heritage. For example, the childminder takes children to visit the local library, woodlands and museums. The childminder encourages children to reflect on these experiences and build on their past knowledge. Following a trip to a butterfly experience, children make connections with the story of the 'The Very Hungry Caterpillar' and recount their experiences.

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

- The childminder promotes children's good health very well. Children benefit from a range of home-cooked meals, making independent choices. The childminder supports children's understanding of keeping themselves healthy, for example, through familiar routines. Children understand good handwashing practices and comment they need to wash hands after using the toilet and before meals. They develop a in-depth understanding of oral health. The childminder teaches children about teeth cleaning techniques. She explains about the procedures and tools they will experience when they visit the dentist.
- The childminder fosters excellent relationships with parents. She encourages parents to share information about their children to enable her to provide an individual care and learning package. The childminder shares information with parents daily about the activities and experiences their children have taken part in, their current levels of development and how to extend their learning at home.
- Parents' comments are extremely positive. They value the lengths the childminder goes to to keep them informed about their children. Parents comment that children are excited to attend and that they are really pleased that they have found the childminder.
- The childminder teaches children very good communication, language and

literacy skills. For instance, she teaches children new words as they take part in experiments about growing beans, introducing words such as 'photosynthesis' and 'germination' as they discuss the difference in plants without water and sunlight.

- Children develop a love for books and literacy. They enjoy time cuddling up with the childminder for a story and request book after book. Children independently read and take the time to explain and retell the story to their friends. However, at times during activities, the childminder does not provide additional challenge for older children.
- The childminder has a clear understanding of how to promote school readiness and help children to prepare for moving on to school. She supports children who are moving to schools nearby well. For example, the childminder has built links with local nursery and school to share information. This ensures a seamless transition for children.
- The childminder ensures that early mathematical concepts are visible in her setting. Children can see written numerals on posters. They practise their counting skills as they count the bricks as they build. Children also use simple calculations as they remove and add objects, predicting what the number will be. This supports children to develop a good mathematical knowledge before they leave for school.
- Children behave well and demonstrate positive attitudes to their learning. The childminder has high expectations of children's behaviour and conduct. Children learn to be respectful of each other and are encouraged to share resources. The childminder supports children to recognise and manage their own feelings as they play.
- The dedicated childminder regularly engages with training opportunities to improve her knowledge and skills. She accesses courses that are relevant and will have a positive impact on outcomes for children attending. However, the childminder does not set clear targets for the future aimed towards raising the standards within her setting even higher.

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 more challenge for older children during activities
- build on professional development to help to raise the standard of education to the highest level.

Setting details

Unique reference number	EY275474
Local authority	Stockton-on-Tees
Inspection number	10335646
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	2 to 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	22 June 2018

Information about this early years setting

The childminder registered in 2003 and lives in Ingleby Barwick. She operates all year round, from 7.30am to 5.45pm, 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, indoors and outdoors.
- 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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