

Childminder report

Inspection date: 26 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 settled in the childminder's care. They form good relationships with the childminder and each other. The childminder encourages children to play cooperatively together, which children do well. Children also support and help each other, and praise each other's efforts. This helps to promote children's personal, social and emotional development. The childminder has high expectations of children's learning and behaviour. This helps children to behave well.

The childminder is skilled at keeping children busy, occupied and learning. She extends their concentration skills to help prepare them for learning at school. Children demonstrate a positive attitude to their learning and are enthusiastic and happily involved. The childminder is also aware of when children have had enough of an activity. She then expertly engages them in something else of interest.

Children benefit from a suitable curriculum, indoors and outdoors. The childminder knows the children in her care very well and includes their interests into her plans for activities. For example, for children who like to play football, as well as playing this in the childminder's garden, the childminder takes them to often visit a local park to allow them more space to play.

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

- The childminder meets children's care and welfare needs well. She supports children with toilet training and other areas of their independence, such as feeding themselves and putting on their own coats and shoes.
- The childminder interacts well with children at all times. However, the curriculum is currently stronger for the older children. The childminder does not plan learning experiences precisely to promote the prime areas of learning for babies.
- The childminder engages children in discussions to support their thinking and problem-solving skills. For example, they discuss which of the range of balls they should use for a game of bowls, and which of the balls would be better for babies to use for sensory play.
- The childminder promotes children's confidence and self-esteem. For example, when children say that they cannot do something, the childminder encourages them to try and praises their efforts.
- The childminder ensures that children have regular opportunities to develop their large and fine motor skills. Children engage in activities which will support their early writing. For example, the childminder encourages children to draw and to open and close a variety of fastenings. She support babies with their walking.
- The childminder promotes children's early literacy skills. Children enjoy listening to stories and discussing them. The childminder also helps older children to

identify the sounds and names of different letters.

- Children link stories to their own experiences and talk about what fruit and vegetables they have been shopping for and what they like to eat at home. They talk about different characteristics of fruit, for example dates being 'sticky'. This also helps to promote children's language and communication skills.
- The childminder provides many opportunities to promote children's early mathematical skills. For example, she encourages children to sing number songs and rhymes and count the bricks when they build. When learning about how to care for their teeth, children help each other to count the top and bottom rows of teeth. Children also discuss the shapes of different stickers with the childminder.
- The childminder has a positive attitude towards continuous professional development and has attended several training courses since the last inspection. For example, she has enhanced her knowledge of promoting children's communication and oral health and how to support children with special educational needs and/or disabilities. However, the childminder does not routinely evaluate her provision to identify where changes or improvements can be made, such as to the curriculum for babies.
- The childminder works well in partnership with parents. She gathers comprehensive information from parents about their child's development when they first start to attend. The childminder uses this as a basis for children's individual care and learning.
- The childminder keeps parents regularly informed about their child's development and progress. She also works well with the local school to support children with moving on to nursery and school.

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:

- strengthen the curriculum for babies, to plan experiences more precisely to promote the prime areas of learning
- strengthen the process for evaluation, to identify where changes or improvements can be made to the curriculum to make it more effective for all ages of children.

Setting details

Unique reference number	EY275723
Local authority	Stockton-on-Tees
Inspection number	10351297
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	0 to 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	23 October 2018

Information about this early years setting

The childminder registered in 2003 and lives in Stockton-on-Tees. She operates all year round, from 7am to 6pm, Monday to Friday, 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

Elaine McDonnell

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 showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the curriculum is implemented and the impact this has on children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector took account of parents' written views as part of the inspection.
- The childminder provided the inspector with key documentation used for the efficient management of the setting.

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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