

Childminder report

Inspection date: 6 April 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 are safe, happy, and extremely well settled at this welcoming home. The attentive childminder is caring, patient and kind. Children benefit from close and loving relationships with her. They show that they feel safe and secure as they confidently explore the childminder's home. The childminder knows the children in her care very well.

The childminder plans a range of activities for children. She makes sure that children's interests are included in her plans for play and learning. The childminder uses this information together with her knowledge of what children already know to plan their next steps in learning. For example, children enjoy baking crispy cakes. They carefully mix the ingredients together and scoop it into bun cases. This helps to develop children's hand muscles and fine motor skills. Children make good progress and are prepared for their eventual move on to school.

Children are given clear boundaries and expectations, and their behaviour is good. They know what is expected of them and listen and respond positively to the childminder. For example, children follow instructions well, such as washing their hands before eating food. The childminder is a good role model and offers gentle reminders for positive behaviour. Children develop their self-esteem and confidence through the regular praise that the childminder provides.

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

- The childminder places a high priority on supporting children's communication and language skills. She talks to children as they play and asks questions to extend their thinking. When children mispronounce words, the childminder reflects them back accurately. The childminder also allows time for children to think and respond, developing their communication skills.
- The childminder provides children with a stimulating environment. Children become engaged in activities and show high levels of concentration. For example, younger children spend long periods of time building a train track. However, sometimes, the childminder misses opportunities to extend learning further. For example, she does not always support children in their understanding of mathematical concepts, such as counting, within activities.
- Children have a good understanding of healthy lifestyles. For example, they understand the importance of washing their hands before eating. The childminder provides healthy snacks, such as grapes. Children enjoy fresh air and exercise daily in the garden and on outings. This supports their physical development and contributes to children's ongoing health and well-being.
- The childminder places a strong focus on children's growing independence. Children are encouraged to wash their hands and feed themselves at the table.

They choose what they would like to play with and access toys and resources independently. This prepares children well for their next stage of learning and eventual move to school.

- The childminder provides children with lots of opportunities to explore outside of her home. For example, children take regular trips to the local park and woodlands. They enjoy 'sing and sign' sessions to build on their communication skills. Children also attend weekly toddler groups, where they learn to interact with other children and develop their social skills.
- The childminder ensures that mandatory training, such as paediatric first aid and safeguarding are up to date. However, she has not yet identified further training and professional development opportunities to improve her teaching skills further.
- The childminder has good relationships with parents. Parents speak positively about the childminder and their children's experiences at the setting. For example, they value the range of activities and outings that she plans. The childminder knows families well. She keeps parents well informed of children's progress and offers ideas for learning in the home.
- Children develop a love of books. They frequently choose books and take them to the childminder to read. The childminder reads to children with animation in her voice and asks them questions about the story to keep them engaged. This helps the development of children's early literacy skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to keep children safe. She understands safeguarding issues and knows who to contact if she has a concern about a child's welfare. The childminder completes regular safeguarding training. She can talk with confidence about what she would do in a range of scenarios. The childminder understands the process to follow should there be an allegation made against her or a family member. Children are well supervised and encouraged to take age-appropriate risks during activities. The childminder accesses paediatric first-aid training to help her know what to do in a medical emergency.

What does the setting need to do to improve?

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

- extend opportunities for children to fully develop their mathematics skills as they play and learn
- focus professional development on raising the quality of education to an even higher level.

Setting details

Unique reference number	EY285442
Local authority	Middlesbrough
Inspection number	10262946
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 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	11 April 2017

Information about this early years setting

The childminder registered in 2004 and lives in Marton, Middlesbrough. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds a childcare qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennifer Cowton

Inspection activities

- This was the first routine inspection the childminder has 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 her evaluation of the provision.
- The childminder showed the inspector around areas of her home used by children and explained how she supports children's learning and development.
- A joint observation was completed by the childminder and inspector.
- The inspector observed the quality of interactions between the childminder and children and assessed the impact of these on children's learning.
- Parents shared their views with the inspector through written feedback.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of paediatric first-aid training and public liability insurance.

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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