

Childminder report

Inspection date: 7 May 2021

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	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Children enjoy the time they spend with the childminder, who provides a warm, caring and safe environment. The childminder finds out from parents about their children's routines, interests and abilities before they start. She uses this information to plan for children's individual learning. Children are confident to lead their own learning and make choices about what they want to play with or do. Overall, children develop a positive attitude towards learning. They are motivated to play, explore and learn, because the childminder knows what they enjoy and need to learn next.

Children confidently ask for help if needed and are keen to include the childminder in their games. They are keen to persist with tasks that interest and challenge them. For example, they spend time carefully peeling the backing from dinosaur stickers to add to their artwork. The childminder continually talks to the children and introduces new words, such as 'volcano', to help increase their vocabulary. Children talk with increasing fluency. For example, they share their knowledge and ability to remember what they have learned as they correctly name each dinosaur. Children behave well because they are happy and receive clear messages of what is expected of them. The childminder has established strong partnerships both with parents and other settings that children attend. This contributes towards a consistent approach to meeting children's needs.

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

- The childminder has made very minor changes to the normal curriculum. When she reopened after lockdown, she checked on children's starting points. She found that children have continued to make good progress. Her current focus is to build on the learning that children have achieved at home. For example, developing their independence and self-care skills, such as dressing themselves and going to the toilet independently.
- As a result of the COVID-19 (coronavirus) pandemic, the childminder is even more keen to expose children to outdoor activities. They spend quality time in the garden, which the childminder has designed with children in mind. Children are growing their own strawberries and check on their progress daily. They enthusiastically run around playing 'tag' with the childminder, ride push-along trikes and play skittles. This helps children develop an understanding of the world and improve their physical development. Children are taught to understand risks and to think about how they can stay safe.
- The childminder pays particular attention to developing children's communication and language skills. She holds lively conversations with children throughout the day. However, she often asks children lots of questions in quick succession. This results in children not being able to concentrate on their chosen task and not

having enough time for them to think and respond with their own thoughts and ideas.

- The childminder draws on children's interests and abilities and checks on how well children are achieving in all areas of the curriculum. This helps her to build on what children already know and to provide them with suitable challenge to extend their learning further. For example, she helps older children to progress from joining dots to copying letters of their name to support their early writing skills.
- Children have regular opportunities to learn about numbers and size through the play activities. The childminder encourages children to count the number of dinosaurs they have. Children compare which are the tallest and work out how many more they would need to make 10.
- The childminder makes sure that children quickly learn about how important being respectful and kind to each other is. She celebrates children's achievements by giving them lots of praise and encouragement. This contributes to children's positive self-esteem and self-worth.
- Partnership working with parents is strong. Parents who made their views known say how the childminder supports their children to learn through play and how caring, supportive and nurturing she is. The childminder has established good partnerships with other settings, ensuring they work successfully together to meet children's care and learning needs.
- The childminder demonstrates a genuine enjoyment of her work. She recognises the important part she plays in preparing children for school and future learning. She regularly reviews her practice and is committed to developing this further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear about her responsibility to keep children safe. She has a good understanding of the signs and symptoms that may indicate a child is at risk of harm. She is confident about her procedures and knows what to do if she has any concerns. She completes effective risk assessments of the whole premises and demonstrates a strong focus on helping to keep children safe. While national restrictions have limited access to training, the childminder has kept her safeguarding knowledge up to date through reading and her own research. She is keen to complete face-to-face training when her local authority resumes its training programme.

What does the setting need to do to improve?

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

- enhance questioning skills to further promote children's language and critical thinking.

Setting details

Unique reference number	EY286425
Local authority	Redcar and Cleveland
Inspection number	10114624
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	13
Date of previous inspection	20 June 2019

Information about this early years setting

The childminder registered in 2004 and lives in Marske by the Sea. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Janet Fairhurst

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke with the children during the inspection and took account of the views of parents from the written feedback provided.

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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