

Childminder report

Inspection date: 22 August 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

The childminder and co-childminder have worked hard to make changes and improvements that ensure children are kept safe. For example, the childminder has improved her understanding of what needs to be reported to Ofsted and is clear on how to manage allegations against herself and a member of the household. In addition, the childminder ensures that their household pet is kept away from dining areas while children eat.

Since the last inspection, the childminder has developed a curriculum that is sequenced and based on children's interests and stages of development. She has considered how to extend and broaden children's experiences so they can develop new interests and new knowledge. The areas that children play in are suitable and there is plenty of room for a wide range of activities inside and outside.

Children in the setting show that they feel safe with childminder. Older children communicate their preferences and show enjoyment as they join in activities and build obstacle courses in the garden. Young children benefit from lots of cuddles, and the childminder meets their care needs effectively. Children's behaviour is very good.

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

- Since the last inspection, the childminder and co-childminder have made several improvements to ensure that the requirements of the early years foundation stage are met. For instance, they have joined a group to share good practice and have accessed training with the local authority. This has helped them to develop their curriculum to promote children's oral health. However, they have not had time to enhance their self-evaluation to help them raise the standards of care and learning for children even further.
- The childminder provides a curriculum that meets children's individual learning goals. For instance, she plans activities that focus on developing young children's communication and language, and older children's literacy and mathematical skills. The childminder consistently models new words to young children as they play. For instance, she describes their actions to them as they squeeze the foam and provides a narrative as they play. She extends older children's learning and challenges them to write their own name in the foam.
- Children benefit from continuity as the childminder follows their individual routines from home. For example, when young children show that they are starting to feel hungry, the childminder quickly prepares their lunch and an area for them to sleep. This helps them to feel settled as their care needs are met quickly. The childminder promotes healthy packed lunches and offers children healthy snacks and water at the park.

- Older children are well prepared for starting school. The childminder helps them to develop confidence in social situations and regularly visits the local park and groups with other childminders. The childminder has developed positive partnership working with schools and communicates effectively with them. This helps to promote continuity for children.
- Children show enjoyment in the activities provided and develop confidence in their skills. For example, the childminder provides children with a box of food for the ducks. They enthusiastically throw the food and listen carefully when the childminder teaches them about safety near the water. Older children develop good physical skills as the childminder takes them on the larger play equipment to balance and climb.
- The childminder regularly uses assessments to ensure that children are making good progress. She gathers information about children from parents when they first start and from observations of children's play in the setting. This helps her to swiftly identify any areas of potential delay and make appropriate referrals to other professionals if needed.
- Parents leave positive feedback for the childminder and co-childminder. They say they are involved in their children's learning and communication is very good. This helps them to feel included and valued. Parents are happy with their children's development, particularly the support they receive in developing their personal, social and emotional skills, and the flexible procedures to help children settle in.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding which 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:

- consider ways to further enhance the effectiveness of the provision to provide outstanding levels of care and education for children.

Setting details

Unique reference number	EY313067
Local authority	Stockton-on-Tees
Inspection number	10362180
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 11
Total number of places	12
Number of children on roll	18
Date of previous inspection	18 June 2024

Information about this early years setting

The childminder registered in 2005 and lives in the Wolviston Court area of Billingham, in Cleveland. She works with her husband, who is also a registered childminder. She operates her childminding provision all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She holds a National Vocational Qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Michelle Lorains

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to parents and considered their written feedback for the inspection.

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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