

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, he has improved his understanding of what needs to be reported to Ofsted and is clear on how to manage allegations against himself 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. He has considered how to extend and broaden children's experiences so they can develop new interests and 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 develop their football skills in the park. 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 (EYFS) 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 knows children very well and speaks fondly of them. He is aware of their care routines and knows about their specific dietary needs, such as a dairy intolerance. Young children often put their arms out for a cuddle and the childminder responds kindly, sitting them on his knee. Older children shout to him to show their obstacle course, and show pride when he offers praise for this.
- Children benefit from a range of activities that are interesting and exciting. They are enthusiastic to join in and explore resources with interest. For instance, young children enjoy the sensory experience of using the foam, brushes and water in the large tray. The childminder supervises children effectively and ensures that they stay safe as they play. He extends older children's learning and encourages them to make marks in the foam and name the shapes they can see.

- The childminder provides a curriculum that meets children's individual learning goals. For instance, he plans activities that focus on developing young children's communication and language, and older children's literacy and mathematical skills. He regularly uses assessments of children's progress to ensure that his teaching is effective. However, he does not consistently model new language to younger children during their play.
- The childminder is aware of how to promote children's physical development, self-care and independence. Young children show very good large physical skills in the park as they confidently climb up the slide. The childminder teaches them how to get down safely and praises them for this. Older children use the toilet independently and know to wash their hands afterwards.
- Older children are well prepared for starting school. The childminder helps them to develop confidence in social situations, and they regularly visit 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.
- Parents leave positive feedback for the childminder and co-childminder. They say that 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.

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:

- consider ways to further enhance the effectiveness of the provision to provide outstanding levels of care and education for children
- focus on modelling language during young children's play to further promote their communication and language development.

Setting details

Unique reference number	EY332572
Local authority	Stockton-on-Tees
Inspection number	10362179
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 2006 and lives in the Wolviston Court area of Billingham, in Cleveland. He works with his wife, who is also a registered childminder. He operates his childminding provision all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate 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 EYFS 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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