

Childminder report

Inspection date: 4 April 2025

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

All young children develop strong attachments with this caring and attentive childminder and other members of her family. When children first start, the childminder gathers information from parents to help promote a consistent approach in children's care and learning. Young children snuggle up with the childminder and enjoy lots of cuddles. These strong attachments help children to feel secure and contribute to their emotional well-being.

Children confidently lead their own learning and make independent choices about their play. They benefit greatly from the enriching outings to places of interest in the community. For example, the childminder takes children to visit local parks, museums, the allotment and the coast. This helps children to develop their understanding of the world and instil in them a respect for nature and their heritage. Following a trip to see butterflies, the older children recall the lifecycle of the caterpillar.

The childminder's familiar routines and activities help very young children know what happens next. She has high expectations of children's behaviour. There is consistent praise for children's successes, and this helps encourage them to persevere when things are hard to do. This supports children to gain a sense of belonging and develop self-confidence.

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

- The childminder knows the children well. She plans exciting activities based on children's interests and what skills they need to develop next. The childminder continually monitors the progress that children make. This helps her to identify any gaps in their development at the earliest opportunity. As a result, all children make good progress from their starting points.
- The childminder creates lots of opportunities for children to practise their communication skills. She provides an ongoing commentary, discussing what children are doing. She uses repetition and short sentences, so children begin to learn language for talking. However, occasionally, she talks fast and does not give children enough time to think about what she has said and respond to it.
- The childminder promotes children's mathematical skills spontaneously. She makes the most of play and everyday routines. For example, she encourages and models counting, as children throw the dice and build towers with bricks. The childminder encourages children to recognise shapes as they cut the fruit.
- The childminder provides good support for children to manage their feelings and behaviour. She is a positive role model who is kind and sensitive to the ages and stages of the individual children. The childminder acknowledges children's feelings when they become tired. This means that children start learning to

recognise and manage their own feelings and behaviours. They learn to be considerate and kind to each other. For example, a toddler kindly offers an older child their drink bottle.

- Children's literacy skills are appropriate for their age of development. The childminder encourages them to make marks for a purpose. For example, older children practise writing their names, while toddlers enjoy making marks. This supports preparation for early writing.
- The childminder promotes children's independence and provides them with many opportunities to manage tasks. She uses daily routines to build on children's development. For example, when it is time to eat, children know they must wash their hands.
- Children behave well. They form positive relationships with their peers and play happily in each other's company.
- Partnerships with parents are strong. Parents praise the childminder's secure and nurturing environment and state that their children thrive in her care. They appreciate that they receive daily communications, such as photos, to show the activities that their children have enjoyed.
- The childminder is passionate about her role and providing children with the best possible early educational experiences. She regularly reflects on her practice and is committed to developing her knowledge and understanding to support children in her care. For example, she has recently successfully completed the early years professional development programme, which has helped to broaden her existing knowledge and practice. This supports the continual improvement of her service.

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:

- give children more time to put their own thoughts into words while talking with them and asking them questions.

Setting details

Unique reference number	EY334027
Local authority	Hartlepool Borough
Inspection number	10388480
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	14
Date of previous inspection	12 July 2019

Information about this early years setting

The childminder registered in 2006 and lives in Hartlepool. She operates all year round, from 6.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 3. The childminder offers government funded places for childcare.

Information about this inspection

Inspector

Janet Fairhurst

Inspection activities

- The inspector carried out a discussion with the childminder on how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She spoke with the children during the inspection.
- The inspector completed a joint evaluation with the childminder.
- The inspector looked at relevant documentation.
- The inspector took account of the views of parents through their written feedback.

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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