

Childminder report

Inspection date: 20 March 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

The experienced and knowledgeable childminder is dedicated to her role. The areas of her home used for childcare are organised to maximise children's learning opportunities. Children have an appealing array of activities and resources to choose from that encourage their independent play and exploration well. Children are consistently busy at play. They show positive attitudes to learning, such as concentrating well, trying hard and cooperating with others. For example, they work together when they find it tricky to put clothes on a doll. Alongside this, the childminder plans focused activities with specific learning intentions for each child. Her well-thought-out curriculum plans support all children to develop important skills and knowledge that prepare them for future life and learning.

Children benefit from the warmth and attention that the childminder provides. Her cheerful and kind manner puts children at ease, and they show a strong sense of belonging and trust in the childminder. For example, they snuggle up close and put an arm around her while they share a book together. Children develop close friendships with one another. The childminder explains what it means to be kind, and children develop an understanding of positive ways to speak and behave. They are polite and considerate, showing genuine care and concerns for others.

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

- There is a positive atmosphere in the childminder's home, where children develop confidence in what they can do. The childminder's consistent praise and encouragement help to raise children's self-esteem and they show pride in their achievements. They are happy, keen and curious learners who embrace challenge and persevere.
- The childminder creates links in children's learning. For example, she shares a story about dental health, followed by a toothbrushing activity and a role-play dentist area for children to play out their new learning. She adds detail to her teaching. For example, children remember that 'molars are for grinding food'. This deepens their understanding of the topics that the childminder teaches.
- Learning plans flow with children's interests. The childminder responds quickly to children's cues and follows their fascinations. Stories or conversations can lead to spontaneous visits to the beach, a forest or a museum, bringing a real-life element to children's learning. Valuable first-hand experiences help to reinforce children's knowledge and understanding. Children remember what they have learned.
- Children enjoy unhurried play. The childminder values child-led learning and allows children to follow their interests without interruption. They learn to collaborate and negotiate. They enjoy freedom to explore, imagine and create. For example, they play at being 'mummy' and talk about what their 'baby' needs.

Children share and test out ideas, which helps to strengthen their thinking and reasoning skills.

- Stories and songs feature consistently throughout the day. The childminder is an animated reader who encourages children's involvement in books. Stories captivate children's interest and they become absorbed and listen intently. They eagerly talk about the story and predict what might happen next. Children extend their vocabulary and thinking skills, which prepares them for learning to read.
- Parents appreciate regular information about their children's learning, for example, through monthly newsletters. Their feedback reflects how highly they think of the childminder and how pleased they are with their children's progress. The childminder and parents work together. For example, shared expectations for behaviour help children to develop a clear understanding of right from wrong.
- The childminder has a realistic overview of her strengths and areas for development. For example, she identifies that she would like to expand her knowledge about different cultures and traditions to help her to strengthen her teaching in this area. This would help children to understand more about, and value, the similarities and differences between themselves and others.
- Children are very independent. The childminder teaches them to manage their own needs, for example by putting on their own coat. Consistent routines and regular conversations about nutritious foods and personal hygiene help children to develop an understanding of how to stay safe and healthy. For example, they sing a song about germs while they wash their hands.

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:

- build on reflective practice and deepen knowledge in specific areas to further enrich the curriculum.

Setting details

Unique reference number	EY338416
Local authority	Redcar and Cleveland
Inspection number	10372481
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	2 to 7
Total number of places	6
Number of children on roll	10
Date of previous inspection	23 April 2019

Information about this early years setting

The childminder registered in 2006 and lives in Guisborough. She operates 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. She occasionally works with an assistant. She offers government funded early education sessions and receives additional funding for disadvantaged children.

Information about this inspection

Inspector
Clare Wilkins

Inspection activities

- The inspector viewed the areas of the childminder's home used for childcare and discussed the safety and suitability of the premises.
- The childminder explained how she organises her provision, including the aims and rationale for her early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The childminder shared a sample of relevant documents to support discussions around the leadership and management of her provision.
- The inspector took account of written feedback from parents.

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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