

Childminder report

Inspection date: 12 May 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

Children are at ease in the care of this cheerful and nurturing childminder. They show this, for example, when they climb onto the sofa to relax with a favourite blanket. The childminder helps them to develop a sense of belonging, for example by displaying their favourite toys in the 'welcome window' on their arrival. This helps children to feel valued, and they play happily in her home. The childminder tailors her practice to build on children's experiences. For example, children enjoy visits to a nearby marina to see boats. She is aware, for example, that some children travel mostly by car. She therefore takes them on public transport and teaches them how to cross the road safely.

The childminder observes children and checks that they are making progress in their learning. She then plans activities that help all children to build on their knowledge and skills. Learning plans flow with children's interests. The childminder teaches children through enjoyable play experiences. For example, children who are interested in farm animals develop their imaginative skills while playing with a farmyard playset. The childminder offers consistent praise and encouragement to children. For example, she claps and cheers with them when they correctly match numbers during a game. This helps children to develop self-assurance. They are eager and confident learners.

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

- The curriculum includes a mix of activities in the childminder's home and outings in the local area. For example, children strengthen their communication and language skills during 'reading and rhyme' times at the local library. The childminder complements this well at home, for example by sharing a wide range of books and engaging children in meaningful conversations. She introduces new words and their meanings. This helps children to widen their vocabulary.
- There is an effective balance of adult-led activities and opportunities for children to play and learn independently. Children confidently choose activities and test out their ideas. For example, they develop problem-solving skills when they put bricks at the bottom of the ramp to stop cars going too far. They respond well to the childminder's teaching, for instance when they pick out letters from their name on the magnetic boards.
- Children remember their learning and talk about past experiences. For example, the childminder shares photos of past activities and helps them to recall details by asking questions and prompting discussions. Children remember the materials and techniques used to make a model robot. This helps to reinforce their learning and builds their confidence to use their knowledge and skills in new situations.

- The childminder thinks carefully about how to support children's personal and social development. For example, she plays alongside children with toy dogs on leads, which generates discussions and helps children to overcome their fear of dogs. She takes children to group activities to give them experience of being part of a larger group of children. Children learn to play with others and develop friendships.
- Experiences in the local area help children to develop a sense of community. For example, they join celebrations for VE Day and learn about people who help them, such as firefighters. The childminder provides books and resources that give children a general awareness of diversity. However, she has not considered more effective ways, such as discussions, to help children to learn more about, and value, the similarities and differences between themselves and others.
- Children clearly understand the childminder's expectations. She has a firm, fair approach that helps children to learn right from wrong and to be accountable for their own behaviour and actions. Children develop a sense of responsibility and eagerly complete tasks for themselves, such as managing their clothing and shoes. They follow the childminder's guidance and behave well.
- The childminder reflects on her practice. She keeps up to date with developments in early years and acknowledges that there are some aspects of her knowledge and skills that she would like to develop further. For example, although she has a general awareness of the importance of teaching children about fundamental British values, she is not fully confident about how to do so effectively.

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:

- teach children more about people and communities beyond their own experience, and help them to celebrate what makes them unique
- sharply focus professional development to help to strengthen confidence and understanding in less-secure areas of knowledge and skills.

Setting details

Unique reference number	EY343700
Local authority	Hartlepool Borough
Inspection number	10388674
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	3 to 12
Total number of places	6
Number of children on roll	8
Date of previous inspection	23 July 2019

Information about this early years setting

The childminder registered in 2007 and lives in Hart, Hartlepool. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector
Clare Wilkins

Inspection activities

- The inspector viewed the areas of the childminder's home that are accessed by children. The childminder explained how she ensures that her premises are safe and secure.
- The childminder talked about how she organises her provision and about her aims for children's learning and development.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The childminder shared a range of relevant documents to support discussions about the leadership and management of her provision.

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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