

Childminder report

Inspection date: 9 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

The childminder provides a warm and loving environment for babies and children. She builds strong, affectionate bonds with them. For example, babies benefit from close contact and cuddles. Her calm and caring approach helps children feel confident and comfortable in her care. Babies confidently engage with visitors, smiling and waving. Older babies excitedly point to things in their environment. This reflects their growing communication skills and social awareness.

The childminder plans a curriculum based on children's interests, encouraging them to explore and learn through play. For instance, children delight in playing in the water tray and enjoy active outdoor experiences, such as chasing and kicking a ball. The childminder promotes children's independence, while also helping them stay safe. For example, she supports them to carefully navigate the steps in the garden. A love of learning is fostered through a range of stimulating and age-appropriate activities that engage and challenge children.

The childminder has high expectations and acts as a positive role model through her gentle guidance and consistent routines. Children behave well and show kindness and respect to others. The childminder teaches children to care for animals, showing them how to approach and interact gently with her pet dog. This encourages empathy and responsibility.

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

- The childminder uses her assessments of children to monitor their development. She offers additional support where needed and plans further activities that aid them in taking the next step in their learning. This ensures that all children, including children with special educational needs and/or disabilities, make progress from their starting points.
- The childminder uses a range of strategies to support babies' communication skills. Babies respond with interest and make eye contact as the childminder talks to them and narrates the day. The childminder repeats what children say to support their pronunciation. This supports children's language development and helps to broaden their vocabulary.
- The childminder makes very good use of books to encourage children's interest in reading. She shares familiar books with children, who enjoy using props that the childminder has made herself. For example, babies enjoy posting food items from a story about a hungry caterpillar into the caterpillar's 'mouth' as the childminder repeats the name of each item. This develops their early literacy skills and love of books.
- The childminder provides engaging sensory experiences that encourage children to explore with curiosity. For example, babies show delight while exploring sand

and toy diggers in the builder's tray. However, the childminder has not yet extended her knowledge of child development. This means that planned activities do not consistently align with children's current learning needs or preferred patterns in their play. Therefore, learning is often incidental rather than purposeful.

- The childminder provides a range of healthy meals and snacks, as well as providing daily opportunities for children to take part in physical activities. They walk to and visit local amenities, such as the library, beach and parks. Children practise climbing and use ride-on vehicles in the childminder's large garden. This helps to develop their large-muscle movements and develops an awareness of the importance of leading a healthy lifestyle.
- The childminder supports children's independence well. For example, she encourages children to manage small tasks, like feeding themselves and putting on their coats. She organises the environment so that children can help themselves to resources and make decisions. This helps prepare children for their future learning, such as starting school.
- On occasion, the childminder does not follow effective hygiene practices. For example, after washing their hands for snack and lunch, children immediately go back to playing before eating. This does not support children's full understanding of this routine and why it is important in supporting their physical health.
- The childminder establishes strong relationships with parents. Parents state that she has become an 'irreplaceable part' of their children's lives. They appreciate the good care and the interesting experiences that the childminder provides for their children. The childminder shares information with parents on a regular basis. This ensures that parents are fully involved in children's learning.

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 knowledge and understanding of child development to ensure that planned activities consistently reflect children's learning needs, so that learning becomes more purposeful rather than incidental
- consistently embed hygiene routines, such as handwashing, in order to promote good hygiene practice to children and support their full understanding of why it is important.

Setting details

Unique reference number	EY346400
Local authority	Redcar and Cleveland
Inspection number	10388208
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 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	2 July 2019

Information about this early years setting

The childminder registered in 2007 and lives in Ormesby, Middlesbrough. She operates all year round, from 7.45am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides government funded places for childcare.

Information about this inspection

Inspector

Claire Budge

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The children interacted with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having on the children's learning.
- Parents shared their written views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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