

Childminder report

Inspection date: 16 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

The childminder provides an exceedingly warm, welcoming and homely environment where children settle quickly and feel secure. Children establish excellent relationships with the childminder. She takes a genuine interest in them, carefully considers their needs and values them highly as individuals. Children are confident and independent learners and display high levels of emotional well-being during play. The extremely well-organised environment supports the needs and interests of children of different ages. Children are very happy and confident; they show a strong sense of belonging. For example, children are encouraged to choose resources and are motivated to move around the available space, making good choices in their play. The childminder sensitively includes children in activities in age-appropriate ways. She interacts skilfully with children to support their good communication and language skills. For instance, she talks to them constantly and provides an ongoing commentary alongside their play. The childminder provides opportunities to listen to stories and sing songs. She has high expectations for children's behaviour and they behave exceptionally well. Children learn to share, take turns and play alongside each other very well. The childminder provides children with clear and consistent behavioural boundaries, so they understand the difference between right and wrong. She gathers a great deal of information from parents at the outset about children's interests and what they know and can do.

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

- The childminder has a very sensitive and highly flexible approach when helping children to make the transition from home to her setting. She works with parents to tailor the visits to ensure that both parents and children are emotionally ready to start the placement. In addition to this, the childminder works closely with parents to identify children's initial starting points and capabilities, and follows the home routines of young babies. This successfully helps children to make a smooth move to her setting and they settle with ease.
- The childminder plans activities that are stimulating and engage the interests of children and young babies. Children explore the world around them and show interest in life-cycle activities. For example, they develop knowledge of how tadpoles grow and develop. The childminder knows what children can do and she supports them effectively to make good progress in their learning. However, she does not consistently focus enough on what children need to learn next to help them make the best possible progress.
- The childminder places a strong focus on supporting children's language and communication skills. She constantly engages children in conversations to help them to learn and understand new words. She ensures she accentuates the sounds in words and the correct pronunciation. Babies confidently maintain eye contact as they listen to nursery rhymes. This successfully helps children develop

their speech and language.

- Children enjoy cuddling up to the childminder to listen to a favourite story. They draw lines and circles on the chalk board, and enjoy rolling, stretching and moulding dough. These activities promote children's small-muscle skills and help them to prepare for early writing.
- The childminder provides a wide range of opportunities for children to meet new people and talk about similarities and differences in the world. Children frequently visit parks, playgroups and the local care home to meet and interact with older residents. Children learn about people, places and customs as they look through a variety of books with the childminder. The childminder places a high priority on supporting children's healthy lifestyles, inspiring their physical exploration, developing their understanding of caring for themselves and fostering a love of nature.
- The childminder attends regular training, does her own research and attends local networking groups. She evaluates the provision effectively and includes the views of parents and children to help identify areas for further improvement. For example, she has enhanced the range of resources to provide more natural materials to help develop children's interests and exploration even further.
- Partnerships with parents are very strong and highly effective. Parents are extremely complimentary about the setting and the childminder. The childminder shares children's learning through daily journals, photographs and observations, and she values parental contributions towards children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her responsibilities to keep children safe. She has completed mandatory safeguarding training and can recognise possible signs that would suggest children are at risk of harm. The childminder understands the procedures to follow if she has any concerns about children's overall safety and well-being. She completes regular risk assessments of her premises and ongoing checks of the environment to keep children safe. She ensures that all outings are safe and appropriate for children.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- focus even more sharply on what individual children need to learn next to help them make the best progress possible.

Setting details

Unique reference number	EY349988
Local authority	Stockton-on-Tees
Inspection number	10117104
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	19 January 2016

Information about this early years setting

The childminder registered in 2007 and lives in Thornaby, Stockton on Tees. She occasionally works with an assistant. She cares for children all year round from 7.45am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Janet Fairhurst

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke with the children during the inspection.
- The inspector took account of the views of parents from the written feedback provided.

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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