

Childminder report

Inspection date: 15 May 2024

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 creates a warm home-from-home environment for children. Children have fun and enjoy the time they spend with the kind and caring childminder. They demonstrate that they feel safe and secure. For instance, children climb on the childminder's knee for a quick cuddle, then go off to play. Children have access to a wide range of exciting resources and equipment. They independently choose what they want to play with and invite the childminder into their play. Toddlers enjoy trying on shoes and sunglasses, and play imaginatively with dolls.

Overall, the childminder creates an exciting curriculum that helps children to embed new knowledge and skills. For instance, she provides play opportunities that enhance children's previous experiences, such as a visit to the farm. The childminder encourages young children to name the sounds of the animals they saw during their visit. The childminder offers lots of praise and encouragement. For instance, children persevere as they fit wooden shapes together. The childminder provides words of encouragement as children twist and turn the shapes. Children behave well. The childminder has high expectations for children's behaviour. She helps children to understand the difference between right and wrong. As a result, children begin to form firm friendships and play together well.

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

- The childminder provides a language-rich environment. She provides a narrative as children play and introduces new vocabulary. The childminder repeats words as babies babble and this encourages them to engage in back-and-forth conversations. The childminder sings children's favourite songs and encourages them to join in with the words and actions. As a result, children become confident communicators.
- Children have good opportunities to learn about the wider world. The childminder takes children on regular visits to local farms, the library and the beach. The childminder attends a number of playgroups with children. This helps to develop children's social skills and to learn about the people and communities around them.
- Children's behaviour is positive. The childminder is a good role model. She explains the rules and boundaries of her setting. For example, the childminder reminds children to 'be kind', and encourages them to share. She supports children to begin to understand how their behaviour impacts on others. As a result, children make good progress in their personal, social and emotional development.
- Overall, the childminder provides a broad and effective curriculum. She knows the children she cares for well. The childminder observes children and gains a

good understanding of their stage of development and what they are ready to learn next. However, she is less confident in linking these next steps in learning to children's individual interests. This means that children do not always remain engaged in the activities she provides.

- Partnerships with parents are positive. The childminder regularly shares information about children's progress and development, which helps parents to support their child's learning at home. Parents are very happy with the care they receive. They describe the childminder as 'amazing'.
- Generally, the childminder has a positive attitude to her professional development. For example, she is currently undertaking an early years professional development programme. However, the childminder has not yet fully targeted professional development opportunities to enhance the quality of education even further, so that children make the best possible progress.
- Children learn about healthy lifestyles. The childminder provides ideas to parents about healthy packed lunches. She takes children out on daily walks and regularly visits to the local park. The childminder uses these outings to support children's large-muscle development, balance and coordination.
- There is a focus on supporting children's independence. Very young children help to tidy up and feed themselves at snack time. They know that they must sit down when eating and that they must wash their hands beforehand. Babies smile proudly when praised for feeding themselves and using their cup well at snack time.

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 children's interests as they play, to support them to make the best possible progress
- focus more precisely on targeting professional development opportunities to help raise the quality of education to an even higher level.

Setting details

Unique reference number	EY358550
Local authority	Redcar and Cleveland
Inspection number	10260242
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	20 June 2018

Information about this early years setting

The childminder registered in 2008 and lives in Marske-by-the-Sea. She cares for children all year round, from 7am to 6pm, 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

Julie Campbell

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the curriculum.
- Children communicated with the inspector during the inspection.
- Parents shared their views of the setting with the inspector through written feedback.
- The childminder and the inspector carried out a joint evaluation of a planned activity. They discussed teaching and the impact on children's learning.

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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