

Childminder report

Inspection date: 6 June 2024

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

What is it like to attend this early years setting?

The provision is good

Children are relaxed and happy in this home-from-home environment. They have developed strong attachments to the childminder. Children are confident to talk to visitors and share their experiences with them. This demonstrates they feel safe and secure. The childminder is kind and caring and gives children praise throughout the day. This helps to raise children's self-esteem.

Children are independent and making healthy choices about food and physical exercise. Children are really proud and eager to share their achievements, recalling the ingredients they have used to make a cake. They are actively involved with preparing their lunch. Children count how many slices of bread they need to make their sandwiches. They use mathematical language, such as 'one more'. They recognise the shapes they create when they cut their sandwiches and talk about how many sides the square has.

The childminder is a good role model and demonstrates sharing, turn taking and being kind. Children learn to wash their hands after using the toilet and before eating. They are encouraged to put on their own coats and shoes. This independence helps in preparation for their eventual move to school and supports them to gain a good understanding of keeping themselves healthy and safe.

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

- The childminder gathers information from parents when children first start. She uses this, alongside her own observation and assessment, to identify what children know and can do and what they need to learn next. This helps her to plan experiences that support children's development. Children are given choices as to what they would like to do and make decisions for themselves. They initiate their own play, using the resources that are easily accessible. As a result, they are busy and become engrossed in their play.
- Children's speech and language development is appropriately enhanced, as the childminder engages in purposeful discussions with them. She asks pertinent questions and allows children time to think and consider their answers. As a result, children enjoy conversing with the childminder. They chat confidently to her about their home life and share things that are happening at home and at nursery school.
- The childminder supports children in their imaginary play. For example, children thoroughly enjoy using the small-world figures and create their own scenarios around this. The childminder instinctively knows when to sit back to allow children to lead their own play.
- Children are spoken to with genuine respect and care by the attentive childminder. She is a good role model. Children have formed friendships and play

well together. They understand the childminder's high expectations and demonstrate good manners.

- The childminder knows the children and their families well. Children have strong attachments to her and show a strong sense of belonging in her home. The childminder supports children to gain an understanding of how they are unique and what they have in common with each other. However, she acknowledges that more can be done to help children build on their awareness of people and communities that differ from their own experiences.
- The childminder ensures that the premises are safe and secure. She carries out regular risk assessment, both indoors and outside. The childminder teaches children how to keep themselves safe. For example, they learn how to cross the road safely and why they should not use skipping ropes indoors.
- The childminder has completed a range of online training to help to enhance her professional development. However, she has not reflected on her training to review the impact this has had on her practice and outcomes for children.
- The childminder regularly exchanges information with practitioners at the other settings that children attend. This helps to deepen her understanding of children's development and how to plan for the next steps in their learning. The childminder shares regular updates with parents to ensure that they are well informed.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interest first.

What does the setting need to do to improve?

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

- enhance further the opportunities to develop children's awareness of people and communities that differ from their own experiences
- use reflection more effectively to review the impact training has on your practice and children's learning.

Setting details

Unique reference number	EY360788
Local authority	Stockton-on-Tees
Inspection number	10307334
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	4 to 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	27 July 2023

Information about this early years setting

The childminder registered in 2007 and lives in Billingham, Cleveland. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Janet Fairhurst

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The inspector carried out a discussion with the childminder about how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She spoke with the children during the inspection.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a meeting with the childminder and looked at relevant documentation.

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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